

ADULT EDUCATION IN PRACTICE

EDITED BY

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PREFACE

SOME years ago, the Association of Tutorial Class Tutors published a small booklet entitled *The Tutors' Manual*, prepared by members of the Association under the editorship of Mr. G. D. H. Cole. This little volume, which has been of great value to a large number of tutors, has long been out of print. When the project of revising and reprinting it was considered, it was decided to adopt the more ambitious plan of preparing a larger and more comprehensive volume, which would reflect the growth of the movement and the wider interests of what is now the Association of Tutors in Adult Education. The authors gladly acknowledge their debt to the earlier publication and, above all, to the work of its editor.

The present volume has been prepared, under the auspices of the Association of Tutors in Adult Education, by a group of its members acting throughout in close consultation. The editor was responsible for the general plan of the book, and chapters were allocated to those whose names appear in the Note which follows. A free hand was given to the editor to revise contributions in order to achieve the largest possible

measure of unity of style and treatment, to avoid overlapping, and to ensure that no serious gaps were left in the general survey. All the chapters were also circulated among the contributors with the same objects in view.

The authors have endeavoured to give, within reasonable compass, an authoritative account of the main body of the English Adult Education Movement. For reasons of space and unity, they have confined themselves principally to the work of recognised Voluntary Associations and University Extra-mural Bodies, although they have no wish to minimise the importance of other developments in adult education, especially in connection with the work of Local Education Authorities.

The book was conceived in the hope that the knowledge and experience of those who have long been engaged in the work, as tutors and organisers, and as active members of the Tutors' Association, might be of value to others who are seeking opportunities of service in adult education, and that this account of the movement might also be of interest to all who are concerned about education generally in relation to the problems of modern democracy.

The editor is greatly indebted to his colleagues for their collaboration, to the Board of Education and the Controller of H.M.

Stationery Office for permission to reprint the Adult Education Regulations and A.E.R. Memo No 6 as an appendix; and to Mr. Frank Lee and Mr. J. R. Williams for reading the manuscript and for the valuable suggestions which they made for the improvement of the original draft. Thanks are also due to Mr. H. A. Silverman for preparing the index and for help in seeing the book through the press.

ROBERT PEERS

NOTE ON AUTHORSHIP

THE chief responsibility for the separate chapters is distributed as follows. In one or two cases, in chapters for which one writer has been mainly responsible, minor sections have been contributed by others with special knowledge of particular subjects, and the editor has filled in gaps wherever they occurred. It does not seem necessary to indicate these additions in detail

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CHAPTER I

THE CHARACTER AND AIMS OF ADULT EDUCATION

It is difficult to translate into words the spirit and aims of a great educational movement. It can be understood only in the light of the social purposes which brought it into being and of the problems of the period to which it belongs. For this reason, it is necessary to consider the modern Adult Education Movement against the background of its past history and to relate it to the conditions of the present age. And the result must be, not merely a recognition of past and present achievement, but also a renewal of faith in the future of enlightened democracy

This book appears at a time when belief in accepted ideals and in the efficacy of existing institutions is challenged everywhere by uncertainty and discontent. We are no longer so sure that "freedom" in economic activities has any real significance, or that democratic methods of government are capable of providing the remedies for patent social ills. Fear of instability on the one hand, and impatience with the slow progress towards improvement on the other, have been the chief causes of this questioning and loss of faith. From opposite extremes of political thought comes the demand for a

more rigid organisation of the common life. It is coming now to be regarded as a little old-fashioned to plead the case for individual liberty, for freedom of knowledge and thought; for equality of opportunity, and the right of every individual to develop and to use the powers which he possesses, independently of his social status or of his economic prospects. Yet the English Adult Education Movement stands for this freedom and for these rights, and must fail if they are denied. It springs from the assumption that knowledge is the true foundation of individual happiness and the necessary condition of social progress. It is grounded in the belief that civilisation can only succeed as knowledge grows, and as new abilities are discovered and used for common ends.

Modern society, with its greater complexity of organisation and its increasing delicacy of adjustment, can provide a better life for its members, but only if knowledge and the power of leadership can be made to keep pace with the growing need for both in a rapidly changing world. Under simpler social conditions, the common stock of essential knowledge was not so large; custom and tradition were sufficient to provide for its propagation, and education in any formal sense could safely be confined to the few who were to act as leaders. But in a society whose very existence depends upon the power of adaptation to change, in which new and better ways of living are made possible only by new knowledge which all must possess, the

choice seems to lie between education at a much higher level for larger numbers of people, or the discovery of some means whereby the greater complexity of modern life may be reduced once more to a mechanical routine. At the best, we have to choose between education and stagnation; at the worst, between education and disaster.

The Adult Education Movement in England is one of the oldest organised efforts in mass education. Its history is contemporaneous with that of modern industrial society. Beginning as a philanthropic effort to prevent the worst consequences of early industrialism, it became an essential part of the struggle of the depressed masses themselves to raise the level of the common life, and to assert their right to share in the dignities and advantages of a fuller citizenship. Historically it can best be understood as an effort of self-preservation on the part of a society threatened by disintegration. Even to-day, when many of the earlier struggles are forgotten, adult education preserves its social character, and it remains a necessary means of adjusting the mind of the community to new problems and new purposes. This interpretation of the deeper significance of the movement is not inconsistent with the fact that thousands of adult students are unconscious of any other purpose in their studies than the pleasure and satisfaction which they derive from them.

It is this underlying consciousness of social purpose which gives to the Adult Education

Movement its peculiar character. A jealous regard for freedom and independence is indicated by the insistence upon the right of the students to control their own educational activities, to choose the subjects which they are to study, and to have a say in the choice of tutor and in the drafting of the syllabus. On the other hand, the regard for standards—a belief that nothing but the best can serve the highest ends—is seen in the association of voluntary movements with the Universities in the work of adult education.

The truest test of the vitality of any movement is its power to adapt itself to new needs. In the beginning, adult education meant instruction in the elements of reading and writing for grown men and women who had been denied opportunities of education as children. As school facilities for the children of the poor increased, the educational demands of adult students became more ambitious and more varied. Taking shape gradually through the discussions of politically conscious groups of working men, through the efforts of artisans to obtain mechanical and scientific knowledge, and finally through the demands of working men and women for opportunities of culture, the organised Adult Education Movement became both the pioneer and one of the chief beneficiaries of a greater University movement. Adult education to-day, in its most advanced development, means intensive study under the guidance of highly qualified University teachers, at a standard

comparable with that attained by Honours students in the Universities.

If it meant only that, however, the movement would be narrowly limited in its scope and influence. It might be effective for one of its essential purposes, the training of leaders, or for the satisfaction of the intellectual needs of exceptional men and women; but it would leave the great mass of ordinary people untouched. Happily, in spite of some tendency towards exclusiveness in the period immediately before the War, the movement has never lost sight of its wider purposes; and while standards and intensity of study have increased at the higher stages, the scope and variety of its more general appeal have grown with equal rapidity. Evidence of this is to be found in the increasing number of organisations now concerned in the movement. Their variety epitomises both the past history of adult education and the awakening of new educational interests since the War.

Side by side with the Workers' Educational Association which, while it exists to serve the educational interests of the working class, maintains the tradition of co-operation with all who are willing to advance those interests, without distinction of class, there is the movement for independent working-class education, represented by the National Council of Labour Colleges. This body frankly identifies itself with the economic class struggle and will have nothing to do with what it describes as "middle-class culture". The modern Adult School Movement,

which goes back to the earliest days of adult education in England, combines liberal religious interests with the desire for knowledge. A large number of independent local societies, representing almost every kind of intellectual interest, continue the methods if not the associations of the old Mutual Improvement Societies. But in addition to those organisations, the origin of which can be traced back to the social ferment of the nineteenth century, there are many others more recent in their development. A remarkable revival of interest in rural life has been reflected in the growth of adult education in the villages, fostered by new organisations such as the Women's Institutes and Rural Community Councils. The widening of interest in adult education is further illustrated by the educational activities of village clubs, working men's institutes and similar bodies, and by the growth of Educational Settlements.

This greater variety of interest is reflected also in the wider range of subjects now demanded and offered in adult classes. Before the War, the predominance of the political interest was shown by a marked concentration on classes in Economics and allied subjects. Now, literary studies hold equal place with the social sciences, and classes in other subjects, including History, Psychology, Philosophy, Biology, Music, etc., are increasing year by year.¹

It is not only in its capacity to adjust itself to

¹ For details of the subjects studied in adult classes see page 111 f

new needs that the vitality of the movement has been demonstrated, but also in its ability to evolve the necessary machinery for the attainment of its objects. The essence of the movement is its voluntary character, its freedom from external control, and the initiative which is vested in the self-governing student group. These characteristics, which distinguish it from every other branch of education and are essential to its success, had to be reconciled with the need for safeguarding the expenditure of public money, and also with the need for some form of academic supervision. The methods by which this problem has been solved—the creation of joint controlling bodies representing the Universities and the organised demand for adult education, and the working out of regulations under which public Authorities are able to co-operate in the provision of the necessary means—are described in the following pages. The whole system constitutes a lesson in democracy which is capable of wider application.

It is impossible to discuss the character and achievements of a movement without reference to its aims. A great deal has been said and written about the aims of education. In the wider sense, it is, of course, impossible to distinguish between the aims of adult education and the aims of education in general. The case for adult education rests on the belief that it is necessary for the achievement of the aims of education as a whole.

All education must be a process of adjustment

of the individual to the world in which he lives. But since his world is constantly changing, and since he himself is one of the potential agents of change, this adjustment must be a continuous process, not something which is accomplished once for all during the years of childhood or adolescence. When this is understood, the need for education which continues throughout the active lifetime of the individual becomes obvious; and the apparent conflict between education conceived in terms of individual development, and education for the attainment of specific social ends, disappears.

Education must aim at developing the abilities of every individual to their fullest capacity. It must at the same time provide each with the knowledge necessary to enable him to live the best life of which he is capable. In relation to society as a whole, it must be the means of preserving from generation to generation the foundations of knowledge upon which civilisation rests; it must advance the search after new knowledge; and it must provide in the community the common means of intercourse and understanding. Education must have a dynamic as well as a conservative purpose: for if a society is so constituted as to deny to a large number of its members opportunities of intellectual advancement, and therefore the prospect of attaining to the good life, it becomes a legitimate aim of educational effort so to modify existing social arrangements as to remove the obstacles which stand in the way of individual development.

We are chiefly concerned, however, with the part which adult education has to play in the attainment of these general aims. Unfortunately, the larger purposes which adult education exists to serve are sometimes obscured by those who are looking for immediate and irrelevant results. It is no part of the duty of the teacher of Economics, for instance, either to reconcile his students to an existing economic system or to convert them to a belief in a particular substitute for it. Or again, those who believe that the study of English by adult students will fix their hearts upon the riches which are not of this world, and will thus prevent their troubling too much about the mamon of unrighteousness, are just as certain to be disappointed as those who hope that its principal result will be to make them more effective propagandists in the narrow, party sense. The study of any subject in which they are interested will make them better men and women, more effective although not necessarily more complaisant members of the community, more capable servants of whatever causes they have at heart. No more than that is claimed for it; no more than that can be demanded of it.

When we turn from the attempt to define general aims to consider the particular tasks of adult education, the problem becomes simpler, and there is perhaps better prospect of agreement. Some of these tasks are of temporary significance and may be expected to diminish in importance as our educational system as a whole

improves ; others belong essentially to adult education, and their importance must increase rather than grow less.

Adult education has to make good deficiencies in the previous education of a large number of students. In spite of the progress that has been made in general education during the past fifty years, there are still serious gaps in our educational system. The great majority of adult students were withdrawn from systematic education at the age of 14 or earlier, just when their minds were beginning to open and their interests to unfold themselves. Even the knowledge that the spate of young people turned annually into the labour market must make it more difficult to absorb an existing body of unemployed has not yet convinced the country that economy in education—saving at the expense of the children and youth of the nation—is the worst kind of extravagance. It is true that opportunities for further education are now more numerous and more useful. But the larger problem remains, and so long as it remains, some of the tasks which belong properly to earlier stages will be imposed upon adult education. That is clearly wrong and uneconomical and confusing; and it means that the real tasks of adult education are obscured and hindered.

When this problem is solved, however, another emerges. Is it possible by any means to ensure that every individual who is able to profit by it will obtain a liberal education, in the fullest sense of the term, before he reaches adult years?

The very growth of knowledge in modern times makes this impossible. This is an age of specialisation, not only in economic activities, but also in the pursuit of knowledge. Even those who pass through the Secondary School to the University or College must devote themselves to a limited range of studies, especially if their primary aim is to prepare themselves for a profession. After leaving school or college, the pre-occupations of the early years of working life restrict the scope of individual interests, and it is only as these become less exacting that the majority of people can turn to wider fields of knowledge and usefulness. For all there are deficiencies to be made good, not merely for the unfortunate.

This suggests another of the important purposes of adult education. In the earlier stages of learning, knowledge presents itself in the form of more or less unrelated "subjects". In the pursuit of these, the isolated threads of knowledge may be lengthened out; but it is only when they are brought together and woven into the warp of experience that the unity of the whole pattern begins to appear. The failure to achieve this synthesis accounts for the peculiar ineffectiveness of many who are accounted learned in their own particular specialisms. Knowledge which does not form part of an organic system of ideas in the mind of the individual is of little value to him. Therefore adult education must concern itself ultimately with the relationships between different branches of knowledge, and with the

significance of the whole for the larger purposes of life. This was what Plato meant when he described the education suitable for those who were to be selected for higher honours from the ranks of the young men of 20. "The detached sciences in which they were educated as children must be brought within the compass of a single survey, to show the co-relation which exists between them, and the nature of real existence."¹

It will be seen that certain studies are peculiarly appropriate to the adult stage of education. As the individual attains to adult years, personal ambitions and the passions of adolescence become less urgent. New interests and a new sense of values emerge in religion and ethics, in politics, and in everything that bears upon the problems of the common life. Often enough, the confidence of youth gives place to disillusionment and uncertainty, to a sense of loneliness and helplessness in the face of the larger problems which present themselves to the awakened mind. It is the purpose of adult education to help men and women to work out for themselves an effective attitude to life, based upon wider knowledge, to find their place in the universe, and to discover a philosophy which will enable them to face up to life's problems, individually and collectively.

There is another aspect of adult education which seems to be important in an age of rapidly growing knowledge and swiftly changing standards. As each generation grows to maturity,

¹ *Republic*, Book VII.

another is advancing along the same path, but with greater opportunities of knowledge than those which preceded it. New knowledge undermines old-established customs and traditions, and is therefore resisted by those whose minds have ceased to be flexible. Youth is impatient of conservatism which cannot justify itself. As a result of this conflict, disharmonies and misunderstandings which arise between one generation and another may make co-operation and ordered progress impossible. This can only be remedied by making education a continuous process, so that the older generations may keep pace in knowledge with the new, and in order that knowledge and experience may be combined in the community as a whole for the attainment of the highest ends.

Much has been done in the present Adult Education Movement towards the achievement of these aims. Much more remains to be done. The success of a movement of this kind cannot be measured statistically. Every student is potentially the centre of a new culture in the community of which he is a member. The effect of his own intellectual advancement is communicated to others through the influence which he exerts in his Trade Union, in the local Co-operative Society, in Church work and in his own family. Many of those who have passed through adult classes have discovered new powers and a new incentive to serve as members of municipal bodies or even in Parliament. Adult education, as a means to self-realisation

and as a preparation for service, is an essential part of the equipment of democracy /It is capable of almost unlimited extension, although it cannot expand independently of other branches of education, of which it is the necessary complement. Those who know how much it has accomplished under difficulties look forward to the time when, relieved of the obstacles which hinder it now, it may prepare the way for a new and greater manifestation of the genius of the people, from whose efforts it has sprung.

CHAPTER II

THE BACKGROUND OF THE ADULT EDUCATION MOVEMENT

IT is impossible to understand the modern Adult Education Movement without knowing something of its past history. Even to-day it bears the marks of its origin and of the social forces by which it was moulded during the nineteenth century. It is, indeed, not one movement, but many, the product of a variety of social purposes which emerged against the background of the economic and political history of the modern age.

So long as men lived in small and more or less isolated communities, their lives governed by well-established custom, and experiencing little change in the normal routine from year to year, the desire for education in the more formal sense was not widely diffused. But when, as a result of the sweeping economic changes which took place in the second half of the eighteenth century, the old ways of life were disturbed, and men were uprooted from their accustomed traditions and cast adrift in great new industrial communities, education came to be regarded by enlightened philanthropists as a necessary condition of social stability, and by the alert sections of the working class as a necessary means to political freedom and economic salvation.

It was during the early stages of the industrial revolution that the Adult Education Movement was born, and it passed subsequently through many and different stages, which were directly related to the progress of industrial and political change. A brief outline of these may be given in the order in which they developed.

THE RELIGIOUS-PHILANTHROPIC MOVEMENT

One immediate consequence of the introduction of machinery in the textile industries, and of the revolutionary changes in agriculture and land tenure in the late eighteenth century, was to cause dislocation and widespread poverty, which was aggravated by the effects of the French wars. Even in the new industries, uncertainty was the order of the day, and frequent fluctuations led to unemployment and want. Large populations grew up in overcrowded industrial towns under conditions which were destructive of well-being. One by-product of the poverty and confusion of this period was a new wave of philanthropy which was inspired, partly by pity for the sufferings of masses of people, partly by fear of the consequences of social disorder. This attitude is illustrated by the growth of a lax system of poor relief which, while it prevented worse misery, added to the existing demoralisation; and it is evident also in the crop of philanthropic movements which marked the period. It was accompanied by the growth of apathy among the mass of the people. The poor

must be contented with their divinely appointed lot in life; the rich must be charitable. But if the poor, in spite of their poverty, were to live contented moral lives, something more was necessary than the alleviation of their physical wants. They needed moral instruction, and the earliest movement for adult education arose as a means of spreading literacy among the poor, in adult schools meeting on Sundays, in order that they might learn to read the Bible.

There was, of course, nothing new in the attempt which was made at the end of the eighteenth century to teach reading in Sunday Schools, using the Bible as the text. The example had already been set in Wales in the Circulating Schools, started about 1730, the object of which was to teach young people and illiterate adults to read the Bible in Welsh. Itinerant teachers were appointed, and the movement attained to considerable proportions. Similar attempts were made also in the English Sunday Schools, associated with the name of Robert Raikes, although they were intended primarily for children. The distinctive feature of the later adult schools was that they were, as the name implies, designed especially for adult scholars, and it was that which accounted for their success.

The first strictly adult school was established at Friar Lane, Nottingham, in 1798, by the Society of Friends. This school is still in existence to-day. Its object was to teach the art of reading, based on the Bible, and to give instruc-

tion in writing and arithmetic. For the time being, however, this effort remained an isolated experiment, and the real beginning was made at Bristol in 1812, when an "Institution for instructing Adult Persons to read the Holy Scriptures" was established by a Methodist, William Smith. The number of schools in the city increased rapidly and the movement spread to Plymouth, London, Yarmouth, Leeds, Sheffield, Ipswich, and even into the rural districts of Berkshire and Buckinghamshire. This rapid extension was due largely to the Society of Friends and other religious bodies. It met with opposition from those who believed that to educate the poor was a dangerous experiment; and it was regarded with increasing suspicion by working-class leaders who demanded education as a right, not as an act of charity.

By the middle of the nineteenth century, the adult school movement had practically died out, although it was to experience a remarkable revival in the second half of the century. A new spirit of revolt arose among the mass of the people with the progress of the demand for reforms after 1815. Moreover, the number of schools for children increased, and the need for teaching reading to adults therefore grew less. The early adult schools had, however, served a useful purpose. In Bristol alone, between 1812 and 1832, over 3000 adults were taught to read, and that figure must be multiplied many times for the country as a whole. This in itself was one of the causes of the growing vigour of working-class move-

ments as the century progressed. Many of those who learned to read in the adult schools practised their newly acquired ability on the flood of political pamphlets which helped to educate political opinion during the early decades of the nineteenth century. Meanwhile, the progress of invention and economic change had awakened a new interest in scientific processes, and this was responsible for a new development of adult education in the second quarter of the nineteenth century.

THE MECHANICS' INSTITUTES

In spite of all that the adult schools owed to benevolent members of the wealthier classes, many of the latter had opposed the attempt to provide education for the poor, on the ground that it would make them discontented with their humble lot. The first effect of the introduction of machinery was to lead to a general depreciation of human values, and to induce the belief that human skill would become less and less necessary in the processes of industry. As these latter grew more complicated, however, and as machinery itself became more delicate, this attitude to education changed, and workmen were encouraged to interest themselves in the applications of science to industry. This change was reflected in the rapid growth, after 1824, of Mechanics' Institutes, springing out of the pioneer efforts of Doctor Birkbeck and others in Glasgow and London.

The first Mechanics' Institute in Glasgow arose, like many other later efforts in adult education, out of the spontaneous interest of a group of working men. Birkbeck went to Glasgow in 1799 as Professor of Natural Philosophy in a curious institution which came to be known as "Anderson's University." In order to obtain the apparatus he needed, he found it necessary to visit the workshops where it was being made, and was astonished by the interest of the workmen. He invited some to attend his ordinary classes, and, since only a few could be accommodated, proposed to the trustees the establishment of a special mechanics' class. This, after some opposition, was finally approved, and the numbers in attendance rose from 200 at the first meeting to 500 at the fourth meeting, when many had to be turned away. This class continued, even after Birkbeck left Glasgow in 1804, and was still in correspondence with its former tutor as late as 1833. Meanwhile, Birkbeck settled in London as a physician, but retained his interest in educational activities and gave occasional courses. In 1817 the "Mechanical Institution" was established in London by an operative named Timothy Claxton, with the assistance of Birkbeck. It was not until 1823, however, that plans were formulated for the establishment of a permanent institution in London, and in the same year the mechanics' class in Glasgow broke away from Anderson's University and established a separate Mechanics' Institute there. In 1824 the London

Institution was finally established, and from that time on, the movement spread rapidly, especially in the industrial centres. According to Hudson¹ there were, in 1850-51, 610 Literary and Mechanics' Institutes in England, with a membership of 102,050, and a total number of 691,500 volumes in their libraries. Many of these were, of course, quite small and not at all comparable with the important institutions which developed at Manchester, Huddersfield, Birmingham, Liverpool, Nottingham, etc. Unions of Institutes began to come into existence in the late 'thirties, and the *Mechanics' Magazine*, published under the editorship of Thomas Hodgskin and Joseph Robertson, had a continuous existence from 1824 onward.

From the point of view of working-class education, the Mechanics' Institutes Movement was a curious misfire. It had, at the beginning, all the possibilities of a great popular movement. The adhesion of men like Francis Place, Hodgskin, Brougham and Cobbett seemed to promise something more than it actually became. Birkbeck himself was inspired by the loftiest aims—"Nothing short, indeed, of the moral and intellectual amelioration and aggrandisement of the human race" Speaking at the foundation-stone laying of the London Institute, he said: "Now have we founded an edifice for the diffusion and advancement of human knowledge Now have we begun to erect a temple, wherein man shall extend his acquaintance with

¹ *The History of Adult Education*, published in 1851.

the universe of mind, and shall acquire the means of enlarging his dominion over the universe of matter. In this spot hereafter the charms of literature shall be displayed, and the powers of science shall be unfolded to the most humble enquirers." It was, however, the more limited, utilitarian purpose which appealed to influential supporters of the movement like Mr. Huskisson, who considered "Institutions of this nature as likely to be attended with beneficial results, both to artisans and to the public, if properly regulated and directed to those objects to which such institutions ought, in my opinion, to be limited—I mean to the teaching of such branches of science as will be of use to the mechanics and artisans in the exercise of their respective trades".

After the first enthusiasm, the attendance of working men rapidly fell off, and from 1848, the Mechanics' Institutes entered upon a period of serious decline. Most of those which remained in existence ceased to be Mechanics' Institutes in everything but name. They became, for the most part, social clubs for members of the lower middle class. Some, however, for example those in Manchester, Birmingham and Huddersfield, developed into important technical institutes or colleges.

The reasons for this decline are not far to seek. The vast majority of working men were, at that time, incapable of profiting by scientific instruction, through the absence of a sufficient background of elementary education. During the black period from 1835 to 1845, few working

men could afford to pay the fees. And, in the face of widespread poverty and an increasing sense of injustice, there was, coincident with the rise of the Mechanics' Institutes, a growing reaction against teaching which was purely utilitarian in its aims. While they failed in their main object, however, the Mechanics' Institutes did much to stimulate a new interest in education among large numbers of working men, and they also helped to break down the prejudice against adult education. Finally, they helped to lay the foundations of a future system of technical education.

THE SOCIAL FERMENT AND THE DEMAND FOR EDUCATION

Neither the religious philanthropic movement of the early years of the century, nor the utilitarian teaching of the Mechanics' Institutes, was able to satisfy the thirst for knowledge which grew out of the increasing political activity of the period from the end of the Napoleonic War until the collapse of all liberal movements in the dark years of the Hungry 'Forties. This period was one of growing revolt on the part of large numbers of those who had to bear the brunt of the effects of economic change and economic uncertainty. It was also rich in social theorising, and it produced both apologists for the new order, and critics who saw in it nothing but evil. For the first time in history, masses of people began to be interested in economic and political discussions. The writings of Cobbett,

Tom Paine and even Godwin were eagerly read, and all over the country informal groups of working men sought every opportunity to meet to discuss their political rights and duties. It was the age in which the Trade Union Movement began to take shape. When that seemed of little avail, the Parliamentary Reform Movement offered fresh hope, until it culminated in the disappointment of 1832. Above all, it was in this period that the teachings of Robert Owen fired the imagination of enlightened leaders of working-class movements. His insistence upon education as a necessary means of social regeneration became part of the philosophy of every one of the social movements which came under his influence, and this was carried over, through the Chartist Movement and through the early Co-operative Societies, into the second half of the nineteenth century.

The Owenite Societies, which were very numerous in the 'thirties, placed education in the forefront of their aims. The spirit of these associations is summed up in the following quotation from the statement of the aims of the National Union of the Working Classes in 1831: "To concentrate into one focus a knowledge of moral and political economy, that all classes of society may be enlightened by its radiation, the National Union feeling assured that the submission of the people to misrule and oppression arises from the absence of sound moral and political knowledge amongst the mass of the community". Many of the local Trade

Union branches established Mutual Improvement Societies, and local Co-operative Societies encouraged education among their members and opened reading-rooms. When the Chartist Movement developed, from 1838 onwards, enlightened working-men leaders like William Lovett, Thomas Cooper and others, who had educated themselves at tremendous cost, were unremitting in their efforts to spread the desire for education among the depressed masses of the people. Lovett, in an *Address to the Working Classes on the Subject of National Education*, published by the London Working Men's Association in 1837, outlined a comprehensive plan of schools for the people, to be controlled by a national committee of public instruction set up by Parliament, and local elected school committees with power to levy a rate. He proposed that schools should be established in all districts, including infant schools for children aged 3 to 6, preparatory schools for children of 6 to 9, high schools for those between the ages of 9 and 12, and colleges for all above the age of 13 who chose to go on with higher studies. From the point of view of adult education, the significant proposal was that the latter should be opened in the evenings for the education of adults. Lovett also proposed the establishment of training colleges for teachers, and that no teacher should be allowed to teach without such training. Thus long before the State recognised its duty to the children of the nation, a working man, in the midst of poverty and economic

confusion, gathering together the proposals of a very few enlightened leaders, outlined a system of education which the nation is only now beginning to achieve

It is from this tradition of discontent with existing social arrangements, and the recognition of the importance of education as an essential means of improvement, that the modern Adult Education Movement chiefly derives. The links with Owenism are clear and unmistakable. Most of the early enthusiasm appeared to have died out by the middle of the century; but the seeds remained, to bear fruit in a later age. Meanwhile, one important experiment due to Lovett's inspiration survived during the period of transition.

PEOPLE'S COLLEGES

The first People's College was established at Sheffield in 1842 through the initiative of the Rev. R. S. Bayley, an Independent Minister. In the original plan, a direct reference was made to the deficiencies of the Mechanics' Institutes. The aim was to encourage humane studies as distinct from vocational and utilitarian education, and the institution was to be democratic. Classes were proposed in Latin, Greek, French, German, Mathematics, English Literature, Logic, Elocution and Drawing. The times of attendance were from 6.30 to 7.30 A.M. and from 7.30 to 9.30 P.M. Women were admitted, and a fee of 9d per week was charged. The efforts of this

group of working men, attending classes on cold winter mornings in a bare, unplastered garret, is some measure of their passion for knowledge. The numbers fell off towards 1846, and Bayley left for London in 1848. The college at that time was on the verge of collapse. Sixteen young working-class students decided to carry on, and to do it without the aid of philanthropy. The college was to be a self-supporting and self-governing institution, and the executive power was vested in a committee of twelve students. A public meeting was called in 1846, and before the end of October 200 students had joined. Industrial classes were opened in 1853, and the institution was later merged in the evening-school activities of the Education Authority.

Although the Sheffield Working Men's College did not endure, it had established a new educational tradition. Its most important consequence was the influence it exerted on a remarkable group of men, at that time working in London under the leadership of F. D. Maurice, who came to be known as the Christian Socialists. Associated with Maurice were Charles Kingsley, J. M. Ludlow, Doctor Furnivall and E. Vansittart Neale, an ardent co-operator. The philosophy of the group was a mixture of Owenism and Christianity. For the first time, under the leadership of Maurice, University men were brought into contact with the working-class demand for education. In 1853 Maurice learned of the Sheffield experiment, which, he said, "seemed to us to mark a new era in education".

The London Working Men's College was opened in 1854, with a remarkable galaxy of teachers, including Charles Kingsley, Dante Gabriel Rossetti, Lowes Dickinson, John Ruskin, Frederic Harrison and others. This college has had a continuous history down to the present day, and it remains true to its original purpose. Other "People's Colleges" came into existence in many places during this period, but most of them had a short and not very significant history. Vaughan College, Leicester, was the only other to survive into modern times, and it has recently been restored to its original association with the Adult Education Movement.

ADULT EDUCATION AFTER 1850

The middle of the century was in many ways a turning-point—in the economic life of the country, in the evolution of social movements, and in education. The progress of working-class education in the first half of the century had been hindered by economic instability and poverty, and by the absence of any general system of elementary education. The explanation of the greater success and permanence of the modern Adult Education Movement is to be found in a rising standard of living from 1850 onwards, in the growth of political consciousness after the further extension of the franchise in 1867 and, above all, in the system of universal primary education the foundations of which were laid in 1870. By a happy chance, the

growth of conditions more favourable to adult education coincided with a remarkable revival in the older universities, which was followed by a great increase in University teaching. As early as 1845 there began to be talk of "University Extension", but the term was then used in a sense different from that which it came to have later. It was used in relation to the demand for an increase in the number of colleges, either at the seat of the University, or, what is more significant from the point of view of adult education, in other places, especially in the industrial towns. Extension in this latter sense was to come later, however, largely as a result of a further development of adult education.

THE UNIVERSITY EXTENSION MOVEMENT

It was left to a young Scotsman, James Stuart, Fellow of Trinity College, Cambridge, to give the first inspiration to University Extension in the modern sense. He was impressed by the paucity of opportunities for University education, and set out to establish, in his own words, "a sort of peripatetic university, the Professors of which would circulate among the big towns, and thus give a wider opportunity for receiving such teachings". The opportunity of testing his ideas came to him in 1867, when he was invited to give a series of lectures to ladies in Manchester, Liverpool, Sheffield and Leeds. In the same year he was also invited to lecture to railwaymen at Crewe on "Meteors", and this

was followed by a series of six lectures on Astronomy in the following summer in connection with the newly erected Mechanics' Institute. A similar course was given in Rochdale, at the invitation of the Equitable Pioneers Co-operative Society. It was here that the idea of the class originated, when Stuart was asked to come before the lecture and discuss his diagrams, which had been left in the room, with a group of the keener students. So far, this work had been a purely personal effort on the part of Stuart himself, but he had not forgotten his original plan, and in November 1871 he persuaded various bodies for whom he had lectured to address a memorial to the Senate of the University of Cambridge, asking the University to undertake the provision of lectures as a regular activity. A Syndicate was set up to report, and early in 1873 the powers of the Syndicate were continued to enable them to embark upon the experiment of providing courses. The first University Extension courses provided by the University were given in the same year in Derby, Leicester and Nottingham.

In 1878 arrangements were also made by the University of Oxford to provide local lectures; and a similar development had already taken place in London by the formation of the London University Extension Society in 1876. The movement developed rapidly and contributed largely to the growth of opportunities for higher education, especially in the industrial areas. In particular, it was one of the chief factors which

led to the establishment of new colleges. Several of these later developed into Universities which, in turn, established widespread extra-mural activities in their own areas.

Although University Extension courses, in the last quarter of the nineteenth century, satisfied a very real need, and provided opportunities of higher education for large numbers of people to whom otherwise they would have been denied, they had obvious disadvantages. The cost of providing them was necessarily high, and it was difficult for working-class people to pay the comparatively heavy fees which had to be charged. Arrangements were usually made to admit artisans at a lower fee, but that smacked of patronage. University Extension courses began to appeal more and more to comfortable members of the middle classes—to people of leisure, rather than to working men. Moreover, the necessity for attracting large audiences, in order to meet the cost, led to the emphasis being placed on attractive lectures rather than serious class work, and the keen student found the courses stimulating but not very satisfying. It was these difficulties which led to the foundation of a new movement in adult education, and to the development of a new technique, both in organisation and in the methods of study.

THE WORKERS' EDUCATIONAL ASSOCIATION

As we have seen, one important result of the University Extension Movement was the founda-

tion of modern Universities. Another, in its own way not less important, was the establishment in 1903 of the Workers' Educational Association, the first aim of which was to bring together the Co-operative Societies, Trade Unions and the University Extension authorities. The first suggestion of an association of this character was contained in three articles written by Albert Mansbridge in the *University Extension Journal* early in 1903. Local Co-operative Societies had already taken an active part in the University Extension Movement; the Trade Unions less, although the Nottingham Trades Council was one of the memorialists of the University of Cambridge in 1871. The revived adult schools which, under the influence of the Society of Friends, had been growing steadily since 1874, were contributing to the growing working-class demand for higher education. Mansbridge, who was at that time a clerk in the employ of the Co-operative Wholesale Society, proposed an alliance which would give some share to working-class bodies in the shaping of educational policy in association with the Universities. The new body, known at first as the "Association to promote the Higher Education of Working Men", came into being in 1903, with Mansbridge as its Honorary Secretary. Out of this was to spring the first really national movement for adult education, whose work was to develop, in active co-operation with the Universities, as an integral part of the national system of education.

The new association supplied a real need, and its influence spread rapidly. The first branches were formed at Rochdale and Reading. By 1906 there were thirteen branches, and the number increased to forty-seven in 1907 and fifty in 1908. As the number of branches increased, they began to coalesce into district organisations. In 1905 the name was changed to "Workers' Educational Association". The greatest contribution made by the Workers' Educational Association to the development of adult education has been the establishment of classes, as distinct from lecture courses, and in particular the inauguration of intensive courses of study in partnership with the Universities.

THE TUTORIAL CLASS MOVEMENT

Soon after the formation of the Workers' Educational Association, the problem of educational policy began to be acute. The first object of the Association was to bring working-class bodies into relation with the University Extension Movement. The latter, however, proved inadequate to meet the need. The subjects generally chosen made little appeal to groups of working men, and there was a growing demand for instruction in Economics. The idea of tutorial classes had been suggested by Canon Barnett as early as 1900. The Rochdale Committee attempted a course in Economics in 1906, but the audience dropped considerably, and the Committee found itself in difficulties. Even

with the reduced numbers, which meant a falling-off in income, there were too many to make effective work possible. Finally, the Rochdale Committee put their difficulty to Mansbridge, who promised that, if thirty people formed a class, a tutor would be found. Exactly the same thing was happening at the same time at Longton, Staffordshire. By means of a special grant made by New College to the Oxford Delegacy, it was found possible to provide both classes in January 1908, with R. H. Tawney as tutor. From this beginning sprang one of the most remarkable educational movements of all time.

Working-class criticism of the University Extension Movement was not confined to the methods of study and the subjects selected; the question of control was also important. A conference to consider the relation of Oxford to working-class education was held at the Summer Meeting in 1907, and was attended by 200 delegates from working-class organisations. The outcome of this conference was the establishment of a joint committee, equally representative of the University and working-class bodies, to consider the whole problem and to report. The report recommended the setting-up of a permanent joint committee, on which the principle of equal representation should be preserved, and the development of the class system as distinct from lecture courses. Effect was given to these recommendations by the University, and similar joint committees have since been set up by all

Universities and University Colleges in this country By the end of the session 1913-14 there were fourteen joint committees controlling 145 University Tutorial classes with 3343 students. The movement was further assisted by the recognition of the Board of Education, and the financial support given, not only by the Board, but also by a large number of Local Education Authorities

THE MOVEMENT FOR INDEPENDENT WORKING-CLASS EDUCATION

In the meantime, not all the streams of educational effort which had their source in the social ferment of the early nineteenth century coalesced to form the Workers' Educational Association and the movements which were allied with it From the very earliest days of adult education, a note of revolt had been sounded. Godwin had inveighed against the injustice which denied to the poor "the slenderest instruction, unless in a few instances where it is dispensed by the hands of ostentatious charity and the first lesson communicated is unprincipled servility" The same note was sounded in the writings of Thomas Hodgskin, and it was voiced by him and others associated with him in the London Mechanics' Institute. It was in the minds of Chartist leaders like Lovett and Thomas Cooper when they tried to stir up working men to an interest in their own education. They were aiming, in the words of Thomas

Cooper, at "the formation of a large and effective band of speakers and teachers for my own order". Above all, the tradition of independence is manifest in the spirit of the young working men in Sheffield, who decided that their college was to be self-supporting and self-governing, and that it should be carried on without the aid of philanthropy.

For a time, during the period of social uplift which marks the third quarter of the nineteenth century, this movement for independence in education was less in evidence. During this age of comparative prosperity, co-operation was the keynote of social endeavour. It was to be revived once more, however, when prosperity gave place to renewed depression, and conflict again took the place of co-operation.

The modern movement for independent working-class education had its origin at Ruskin College, Oxford, which was founded in 1899 by three American disciples of John Ruskin, Mr. and Mrs. Walter Vrooman and Professor C. A. Beard. The aim of the college was, in the words of Vrooman, to "take men who have been merely condemning our institutions and to teach them, instead, to transform these institutions so that in place of talking against the world they will begin methodically and scientifically to possess the world". Ruskin College, in its origin, was a strange mixture of piety, utopianism and revolution. And the early confusion of aims became evident in 1907, when many of the students revolted against the teaching of "antiquated

economics" and formed Marxist classes for themselves. In 1908 the Plebs League was formed to further independent working-class education, and in the spring of 1909 matters came to a head at Ruskin when Principal Dennis Hird, because of his sympathies, was compelled by the governing body to resign. This was followed by a strike of disaffected students, and several were expelled. As a result of the split, the Labour College was formed, first in Oxford and later in London. Many classes were established in the industrial areas to teach Marxist Economics, Psychology, etc., the aim of which was to equip the workers for participation in the class struggle. Although the Labour College in London has recently been closed down, the class-work is still carried on, in opposition to that of the Workers' Educational Association, by the National Council of Labour Colleges.

MODERN DEVELOPMENTS IN ADULT EDUCATION

The significant development since the War has been the wide extension in the scope of adult education, both from the point of view of the number and variety of courses provided, and from the point of view of the number of bodies concerned in the work. This would not have been possible without a corresponding development in the provision made for assistance from public funds, beginning with the code for Evening Continuation Schools of 1893, and culminating in the remarkable body of Regu-

lations for Adult Education first issued by the Board of Education in 1924, the scope of which was further enlarged in 1931.¹ The growth of the national provision for adult education has been accompanied by increasing interest on the part of local bodies, official and voluntary. A great and growing amount of educational work amongst adults, mostly at the more elementary stages, is undertaken directly by many Local Education Authorities. Rural Community Councils have been responsible for stimulating a new demand in rural areas, assisted by the pioneer work of Women's Institutes and other bodies. The modern Adult School Movement, the Y.M.C.A., the Y.W.C.A. and many Church organisations have provided links between religious interests and the modern Adult Education Movement. Since the establishment of University Tutorial classes, which appealed to the intellectual *élite* of the working class, the activities of the Workers' Educational Association have broadened out into new fields, and the number of more elementary courses, including One-year classes and especially Terminal courses,² has greatly increased. To meet this widening of interest, many of the Universities have, since the War, established Departments of Adult Education, which usually provide for the representation on their committees of a number of different bodies

¹ The present Adult Education Regulations (issued in 1932), which made certain reductions in rates of grant as compared with the Regulations of 1931, are printed in Appendix A.

² See page 97 f

interested in adult education. In some of the larger centres Educational Settlements provide a common meeting-ground for adult educational activities, and in London the Local Education Authority has taken the initiative in the establishment of Literary Institutes, which serve a similar purpose. Broadcasting has added to the new influences which are shaping the modern Adult Education Movement, although it is too early, as yet, to say how far this new medium will represent a real contribution to the technique of adult teaching.

The chief value of a study of the history of adult education in this country lies in the lessons which we can learn from it for our guidance to-day. We have inherited a great tradition which must be preserved—a tradition of self-help, of voluntary striving to extend the scope and the power of knowledge, of independent thought and judgment. Above all, the Adult Education Movement has stood out against the divorce between knowledge and life, and has striven towards a new philosophy of society which will make men more effective in their relations with each other. At the present time, the movement stands at the beginning of great new possibilities. It is the duty of those who are associated with it to preserve all that is best in its past history, and to guide it into new channels of usefulness in the future.

CHAPTER III

THE PRESENT ORGANISATION OF ADULT EDUCATION

LIKE most social services in England, adult education is organised partly by Voluntary Associations and partly by Statutory Authorities. Classes for which voluntary bodies are responsible are in most cases assisted out of public funds. It will be most convenient to describe first the work of the voluntary bodies and of the Universities (which have a special responsibility for certain types of class), and then to consider the work of the Local Education Authorities and the nature of their co-operation with voluntary associations.

VOLUNTARY BODIES

The majority of the courses organised by voluntary bodies are under the control of the Workers' Educational Association. This is a democratic organisation whose objects are:

- (a) To stimulate and to satisfy the demand of working men and women for education; and
- (b) To work for a national system of education which shall provide for all children, adolescents and adults full opportunities for complete individual and social development.

The Association is organised throughout the country in 18 districts. The governing body of each district is the District Council, and the executive officer is the District Secretary. The District Council is composed of representatives of Branches within the District area, and, in addition, there are some members who represent affiliated organisations. The District Council arranges the less advanced types of class throughout the area which it serves, and it appoints representatives to the Tutorial Classes Committee, which is responsible for the higher types of class, as explained below.

Each Workers' Educational Association District Council is recognised by the Board of Education as a "Responsible Body" for One-year courses and Terminal courses under Chapter III of the Adult Education Regulations,¹ and grants earned by these courses are paid by the Board to the District Council, which is responsible for the appointment of tutors, and for efficient teaching and administration. The classes are visited by the District Secretary, or by other officers or members appointed by the Council. The work of the District Council is financed by subscriptions from Branches and District members, and by grants from the Board of Education and from Local Education Authorities. In some areas the Local Education Authority takes full financial responsibility for Workers' Educational Association classes.

¹ For this and subsequent references to the Adult Education Regulations of the Board of Education, see Appendix A (1).

The Branches of the Workers' Educational Association are self-governing units, responsible for the local arrangements in connection with classes; in most cases they also organise a programme of social activities.

The governing body of the whole Association is the Annual Conference, which is composed of representatives of Districts, Branches and Affiliated Societies. The routine work of the Association is carried out by a Central Executive Committee, consisting of representatives of District Councils and affiliated organisations, whose appointment is confirmed by the Conference. The Association is financed by contributions from the Districts and affiliation fees, while several educational trusts have from time to time made grants for special educational schemes and other purposes.

In addition to the organisation of grant-earning classes, the Workers' Educational Association carries out a great deal of pioneer and propaganda work. Full-time tutors have been appointed for under-developed areas, particularly in rural districts. In recent years a special effort has been made to open up new ground, and to establish work in centres where classes have not yet been held. Although, under the present regulations of the Board of Education, recognised Associations such as the Workers' Educational Association can obtain grants on courses of not less than six meetings, there is a good deal of work which falls outside the scope of the regulations and must be

financed by the Association without grant-aid. This work includes One-day and Week-end Schools, and in certain areas courses of less than six lectures. The Association has also taken an active part in forming public opinion on educational matters, and in particular, on the improvement of the school system of the country.

The Workers' Educational Association has always maintained friendly relations with the Trade Union Movement, and with other working-class organisations, such as the Co-operative Union. Under an agreement with the Trades Union Congress, the Workers' Educational Trade Union Committee has been organised with a view to the establishment of educational schemes for trade unionists. The Workers' Educational Trade Union Committee consists of members appointed by Unions affiliated to the Workers' Educational Association, together with representatives of the Association. Each affiliated Union arranges an educational scheme, administered through special District Committees of the Workers' Educational Trade Union Committee. Members of the Union who join Workers' Educational Association classes, and prove satisfactory students, can claim a refund of their fees up to a maximum of 5s. a year. Scholarships are provided for Summer Schools and Week-end Schools, and special Week-end and One-day Schools are organised by the Workers' Educational Trade Union Committee for the members of affiliated Unions. Classes

may also be organised primarily for the members of these Unions. The Co-operative Union is affiliated to the Workers' Educational Association, and relations between the two bodies are close. In many districts the Association holds special classes for members of Co-operative Societies. There is also close collaboration, in many Districts, with the Working Men's Club and Institute Union.

While the Workers' Educational Association works in close co-operation with Universities and Local Education Authorities, and with the Board of Education, the "Labour Colleges"¹ distrust this arrangement, fearing that it may result in a loss of liberty, and realising that it carries with it an obligation to avoid propaganda for particular schools of political or economic thought. While a variety of subjects are taught at Labour Colleges, the main stress is upon economic studies, which are generally interpreted in the light of the teachings of Karl Marx. Labour Colleges do not seek recognition from the Board of Education, and are not assisted by grants from central or local Statutory Authorities. Under a scheme approved by the Trades Union Congress, Trade Unions which desire to do so may establish educational schemes with the National Council of Labour Colleges and its affiliated Colleges.

The Adult School Union is one of the oldest

¹ It should be observed that "College" is not used in the ordinary sense. "Labour Colleges", associated with the National Council of Labour Colleges, are simply groups of students.

organisations for adult education. It is an association of local "schools" for men and women (generally meeting separately). The movement has a religious background, and most of the schools are held on Sunday morning. The meeting opens with a short service conducted by the members themselves, and this is followed by an address on some subject of general educational interest, and by discussion.

The Young Men's Christian Association includes educational activities among its aims. Many branches of the Association conduct classes in some subjects independently, and also co-operate with the Local Authority or with the Extra-mural Board or Committee of a University, and with the Workers' Educational Association, in the organisation of classes. The Young Women's Christian Association also holds similar classes in some districts.

In the country, Women's Institutes have been organised in a large number of the villages, and many of these Institutes (which are associated in County Federations) engage in educational work of a practical type, and also arrange lectures and courses on subjects of general interest.

In addition to the activities mentioned above, the Co-operative Union and its affiliated Societies have always conducted classes in Co-operative History and Ideals; in many districts there is a strong tendency to broaden this educational programme so as to include a greater number of

classes on subjects which have no practical connection with the movement.

From the first, Social Settlements have organised classes for adults as a part of their general programme of work. While most Residential Settlements still provide classes as a subsidiary activity, the newly formed Educational Settlements (which are usually non-residential) are mainly concerned in the provision of lectures and classes. Most of these Settlements are affiliated to the Educational Settlements Association. Their programme generally includes Music and Drama, and classes in practical and recreational subjects, such as handicrafts and physical training. The Educational Settlements Association is recognised by the Board of Education as a responsible body under the Adult Education Regulations, and affiliated Settlements often hold their own classes in a variety of subjects, but most of them organise these classes in partnership with the Workers' Educational Association and with University bodies, which provide the tutors.

In recent years there has been a tendency for various educational groups and societies to co-operate with each other in the provision of educational schemes. Associations of University Extension centres have been established in certain areas, and some of these are of long standing. In a number of counties Rural Community Councils have been formed. The function of the Community Councils is, in the main, co-ordinating. They aim at stimulating the

demand for adult education, leaving it to the Universities, the Local Authority and the Workers' Educational Association to provide the classes. Some Community Councils, however, provide lectures and classes of a pioneer type, and some Councils have entered into joint schemes with Universities and with the Workers' Educational Association.

In addition to the bodies already mentioned, a large number of organisations, whose main object is not educational in the strict sense, organise classes and lectures of various types. Debating societies exist in most towns, and groups such as those affiliated to the Brotherhood Movement sometimes arrange a programme of single lectures or talks throughout the winter.

UNIVERSITY BODIES

University Tutorial classes and allied activities, such as many of the Summer Schools arranged for students of these classes, are organised by Joint Committees, consisting of representatives of a University body and a Workers' Educational Association District in equal numbers. Representatives of other organisations, if they are included, are generally nominated either by the University members or by the Workers' Educational Association side of the Committee. In a few cases only, the Joint Committee includes additional representatives, nominated by Local Authorities or by

other bodies. The Chairman of the Tutorial Classes Committee is generally chosen from its University members, and the Vice-Chairman from its Workers' Educational Association members. There are Joint Secretaries, one from each side of the Committee, the Workers' Educational Association District Secretary usually acting as one.

Most Universities and University Colleges provide Extension Lectures, which are often organised in such a way as to be eligible for grant under the Adult Education Regulations. These lectures and courses may be administered through an Extension Committee with the addition of representatives of other bodies, such as Local Education Authorities, the Workers' Educational Association and other voluntary bodies, and the Local Centres served by the Committee. Universities vary greatly in the amount of Extension Lecture work which they undertake. Where little work of this kind is done, there is sometimes no special committee, and Extension Lectures are organised by the Tutorial Classes Committee.

In many Universities, Extra-mural Departments have been set up. The Department generally includes two parallel committees, the Tutorial Classes Committee and the Extension Committee, but the relation between these committees varies from University to University. In some cases the two committees are standing committees of the Department, each autonomous in its own sphere, but subject to the

general direction of the Extra-mural Board. In other cases, the Board exercises a more detailed control over the work of its committees. On the other hand, the committees may work side by side, without any connection between them. Tutorial Classes Committees have been set up by all University bodies in England and Wales, but there is not always an Extension Committee or a regularly constituted Department. Most Universities have appointed a Director of Extra-mural Studies, who is the academic Head of the Department.

A few University bodies adopt a somewhat different plan. In these cases also there are two parallel committees, but each committee may provide both Tutorial classes and Extension Lecture courses for the bodies represented upon them. The Tutorial Classes Committee organises classes for Workers' Educational Association groups, while the Extension Committee makes provision for groups organised by other Associations.

The Association of Tutors in Adult Education has always urged the importance of including among the members of Extra-mural Committees and Boards representatives of the tutors concerned, and many University bodies now adopt this practice.

University bodies are recognised by the Board of Education as Responsible Bodies under Chapter II of the Adult Education Regulations. The classes they provide are financed partly by grants from the Board of

Education and partly by an allocation from the University. Most committees also receive grants in aid of the classes from Local Education Authorities, and in some cases other sources of income (such as special bequests) are available

LOCAL EDUCATION AUTHORITIES

The wide powers entrusted to Local Education Authorities make it possible for them to provide or aid adult education in a variety of ways. Most of the Authorities assist by making grants to Joint Committees and Extension Boards, and to Voluntary Associations. These grants are generally on a class basis, although in some cases a block grant is made for general purposes, or for the provision of an agreed scheme. Most Local Authorities also assist the work by granting the use of schools for class meetings, either free or at a nominal charge. The direct provision of adult education by Local Education Authorities is confined to a comparatively small number of areas, mainly large towns. The London County Council has built up an extensive system of Evening Institutes of different types, including Literary Institutes, Women's Institutes and Men's Institutes. Only one or two provincial Authorities have adopted comprehensive schemes of this kind, but many of the larger Authorities provide classes for adults, particularly in technical and practical subjects. Some County Authorities have appointed full-time tutors for adult education,

either independently or in association with University and voluntary bodies.¹

THE MACHINERY OF CO-ORDINATION

In recent years there has been a tendency to set up joint machinery between the different bodies responsible for adult education in an area. Most of the Rural Community Councils have Education Committees, which are concerned in the main with adult education. These committees include University representatives, representatives of one or more Local Education Authorities, and of the main voluntary bodies concerned. Their aim is to stimulate a demand for adult education, and to provide a meeting-ground for the various bodies responsible for arranging classes in the county. In certain large towns, Joint Consultative Committees of a similar type have been set up, and in some cases a handbook is published containing particulars of all adult educational activities in the town.

In one or two instances, Joint Consultative Committees have been established by the Workers' Educational Association District and the County Education Authority in connection

¹ For the reason stated in the Preface, no attempt is made in this book to give a comprehensive account of the adult education work of Local Education Authorities, as distinct from that which is carried on in association with voluntary bodies and Universities. For an authoritative account of the former, see the Report recently published by the Adult Education Committee of the Board of Education, *Adult Education and the Local Education Authority* (H. M. Stationery Office, 1933).

with courses provided either by the Local Education Authority or by the Workers' Educational Association under Chapter III of the Adult Education Regulations. Organising Tutors also act as connecting-links between different groups, especially in rural areas. Under the Adult Education Regulations published in 1932, it is possible for Universities and University Colleges to appoint Organising Tutors (usually not more than two for each Responsible Body) and to claim an inclusive grant for the work of each tutor. In these cases the tutor is required to take at least one Tutorial Class; the rest of his time may be occupied by less intensive courses and pioneer activities. An Organising Tutor appointed under this section of the Regulations is available to assist voluntary bodies in their pioneer work, and he is able thus to co-ordinate the work in the area for which he is responsible.

In order to keep touch between the various Tutorial Classes Committees, the Central Joint Advisory Committee on Tutorial Classes has been set up. This committee is composed of representatives of each of the University Tutorial Classes Committees, with certain additional members. It meets twice annually to receive reports and to discuss questions of policy affecting all the Joint Committees. It has no executive functions.

The Universities Extra-mural Consultative Committee acts as an advisory body for Extension work, and for general administrative questions with which University extra-mural bodies

are concerned. It consists of the Directors or Secretaries of Extra-mural Departments and Boards. Like the Central Joint Advisory Committee, it has no executive functions.

The British Institute of Adult Education is a national association of individual members interested in adult education. It holds annual conferences, and through standing and special committees, it conducts enquiries into various aspects of adult education.

Recent years have seen a wide extension of the Adult Education Movement throughout the world. The World Association for Adult Education provides for consultation between the different national groups, and holds conferences from time to time for the discussion of topics of current and general interest.

THE FINANCE OF ADULT EDUCATION

There are so many bodies concerned with adult education, and their relationship with each other varies so much from one part of the country to another, that the methods of finance are far from uniform. To attempt to describe for every organisation the details and intricacies of the various sources of revenue and manner of expenditure would require another volume. Only a general account of the finance as a whole need be given here, with special reference to the principal bodies already described in this chapter.

The cost of adult education consists partly of the expense of organisation and direction, but

principally of the fees of tutors. It is met in part from the funds of voluntary bodies and Universities, but mainly from grants from the Board of Education and Local Education Authorities.

As a general rule, the grants from the Board and the Local Authority together cover the fees paid to the tutor. While the Board's grant is naturally on a uniform scale for the whole of England and Wales, viz. three-quarters of the tutor's fee up to a prescribed maximum (subject, of course, to deductions on account of insufficient attendance or written work), grants from Local Authorities show a certain variation. In some areas the proportion is less than a quarter of the fee; in a few cases it is nothing at all; and the deficiency has then to be made good by the responsible organising body. In some areas the proportion is slightly above a quarter, thus affording a certain assistance towards the cost of travelling and organisation. The cost of Summer Schools, which are provided by Responsible Bodies under the Adult Education Regulations, is met partly by an inclusive grant from the Board, and partly out of the funds of the Responsible Body. The students pay a fee which roughly covers the cost of residence, and a certain number of scholarships are provided by the committee concerned, and, in some cases, by the Local Education Authority.

Certain Local Authorities make a direct contribution towards the organisation costs of the

Responsible Body, but such assistance is not common. The Board of Education gives no financial assistance to Responsible Bodies under Chapters II and III of the Adult Education Regulations apart from the grants based on tutors' fees, hence nearly the whole of the cost of organisation and direction, including travelling expenses which in some areas are very heavy, falls either on the voluntary body, usually the Workers' Educational Association, or on the University in the case of classes and courses under Chapter II of the Regulations.

Every University now undertakes some extra-mural activity, and shares the organisation and financial responsibility with the voluntary body, although in widely differing degree. Most Universities have, as already stated, either a distinct Department of Adult Education with a responsible head, or they employ an officer whose time is fully or mainly taken up with extra-mural organisation. The salaries incurred for organisation as distinct from teaching, as well as the superannuation payments for staff tutors, are a charge on the funds of the University, which, in addition, usually makes a substantial contribution to the general expenses of the Workers' Educational Association District, not to mention the office premises and facilities which are frequently provided for that body.

With certain exceptions the voluntary body assumes direct financial responsibility for One-year and Terminal classes under Chapter III of the Adult Education Regulations, and in

such cases there is no financial responsibility falling on the University. The University, however, takes full financial responsibility for University Tutorial and Preparatory Tutorial classes. The financing of Extension courses varies considerably, as do the courses themselves. Frequently the entire responsibility for meeting the difference between grants and cost is borne by the Local Centre; in other cases the University takes full financial responsibility and meets all obligations, sometimes charging a fixed fee, varying in amount, to the Local Centre.

The funds of the Workers' Educational Association are drawn for the most part from donations, subscriptions and students' fees. A few Districts, as already observed, receive a contribution towards organisation expenses from the Local Authority. Ordinarily, however, such grants as are received by the Workers' Educational Association from the Board of Education and Local Authorities (apart from the few areas where the University Joint Committee organises One-year and Terminal classes) are more or less balanced by the tutors' fees, and a deficit is much commoner than a surplus. The Districts obtain a grant, as a rule, from the University, but most of their income is derived from direct subscriptions and from the Branches, which pay over an agreed proportion of the local revenues. In turn the Districts contribute to the funds of the national body.

It is impossible here to explain the finances

of the smaller voluntary bodies. The Workers' Educational Trade Union Committee acts in close relation with the Workers' Educational Association, and the participating unions contribute towards the fees of their members attending classes, Saturday Schools and Summer Schools. The Rural Community Councils and other voluntary bodies commonly have an arrangement with the Workers' Educational Association and the University in the area, and frequently have direct contact with the Local Education Authority. Rural Community Councils usually receive direct grants from the latter towards the cost of organising educational activities.

In one or two counties, where the Local Authority has taken a more direct part in the provision of adult education by appointing their own organising tutors, or by conducting classes either under their own auspices, where the conditions permit, or in collaboration with the Workers' Educational Association or the University Joint Committee for the district, financial responsibility for a good deal of the work falls upon the Authority. Local Authorities have also set up and assumed financial responsibility for adult institutes.

In view of the large extent and numerous activities of the Adult Education Movement, it is surprising, on examining such financial returns as are available, to find how little it all costs. The total amount of Government grants for 1931-32, for instance, under the Adult Education Regulations was only about £70,000

—approximately three-quarters, as previously stated, of the amount paid in tutors' fees. This has been calculated as being equivalent to half of the total cost of conducting the classes concerned. Were it not for the innumerable unpaid services given without stint by members of the voluntary bodies, from the local class secretary to the national executive officers, and not least by the tutors themselves out of class hours, the total expenditure would be far greater.

CHAPTER IV

THE ADULT STUDENT

THERE is no such person as the adult student. Like the average Englishman or the economic man, he exists only as an abstraction. Adult classes contain a great variety of students of different ages, capacities and occupations, drawn from almost every section of society. The movement as a whole is, in fact, a microcosm of the larger adult society, with some differences of grouping, especially in regard to age and occupations.

According to the Adult Education Regulations of the Board of Education, adults are "persons of at least 18 years of age" There is, however, a curious deficiency of students in adult classes between the ages of 18 and 25. Some occupational groups also, in proportion to their numbers, are more sparsely represented than others. But in spite of these anomalies, the chief characteristic is still variety rather than uniformity, and this makes any kind of generalisation difficult if not impossible. It is true that the movement is largely "working class" in character; but so also is society as a whole. It is also true that the majority of adult students have an inadequate background of general education, due to the lack of educational opportunities at an earlier age, but that again is true of the

majority of the community. It is impossible even to distinguish the general body of adult students with reference to their political ideals, although it is probable that the most active and the most vocal of the members of adult classes, especially those which are linked to the national movement through the Workers' Educational Association, are more "politically conscious" than the average. There are, however, wide differences in this respect between classes. A University Tutorial group consisting largely of miners is quite different in character from a typical University Extension class, or a Terminal course in a rural centre. All that can be done, in order to arrive at some conception of the composition of the movement, is to present a statistical picture, as far as that is possible, of the student body, to describe the principal types of students in adult classes, and to pick out common characteristics and common difficulties.

It is important, first of all, to know something of the age distribution of adult students. Unfortunately, this information is completely lacking for the country as a whole. The Board of Education require precise information on this point only for students under the age of 21; and since adult students may be anything from 18 to 80 years of age, this information does not help in a general survey. A sample age survey of 32 University Tutorial classes in the East Midlands, including classes in Derbyshire, Leicestershire, Lincolnshire and Nottinghamshire, was, however, made some little time ago, and the

courtship, which is probably the most important single explanation of the comparatively small number of young adult students. When all this has been taken into account, however, there is no doubt that the lop-sided character of the age distribution of students in adult classes is due in part to a failure to attract the young adult by appealing to his or her special interests; in part also to a failure at an earlier stage to interest the adolescent in further education and to leave him with a progressive desire to continue his studies, even beyond the Evening School, if he ever gets so far. This chapter is not concerned, however, with the defects of our educational system. The fact with which the tutor of adult classes has to reckon is that his students come to him normally at a comparatively late age, their curiosity and interest stimulated by the hard facts of experience and by a consciousness of their own intellectual deficiencies.

The full implications of this fact can only be understood if it is considered in relation to the social background of the students. The material for a complete study of the movement from this point of view is lacking, but some light is thrown on the problem by a study of occupational statistics, which are available in some detail for University Tutorial classes, and in rather less detail for Workers' Educational Association classes as a whole. The following is a summary of the facts for University Tutorial classes.¹

¹ Abstracted from the Twenty-third Annual Report of the Central Joint Advisory Committee on Tutorial Classes, 1933.

OCCUPATIONAL DISTRIBUTION OF ADULT STUDENTS

Industry or Occupation	Manual Workers	Non-manual Workers
Engineering and metal trades	1026	254
Mining and quarrying	1117	102
Transport	310	188
Building trades	353	53
Textiles and clothing	459	230
Printing, engraving, bookbinding	121	33
Boot, shoe and leather workers	151	29
Other factory industries	203	94
Postal workers	144	296
Municipal workers, policemen, etc	90	192
Agriculture	170	34
Food and chemical industries	65	54
Commercial clerks, typists, agents and travellers	.	1852
Shopkeepers and assistants	.	630
Civil servants	.	554
Professional and social workers	.	234
Teachers	.	1826
Miscellaneous	218	331
Totals	4427	6986
Home duties, domestic and nursing	2044	

This classification is perhaps not entirely satisfactory as an indication of social status. Women engaged in domestic duties are not usually described as "Manual Workers" (they are shown in the census return as "Unoccupied"). The majority of women in adult classes are, however, the wives or daughters of manual

workers. Again, many of those enumerated as "Clerks" belong to the same class as weekly wage-earners, and may, in fact, be no better paid, if as well. From the point of view of educational attainments, however, they fall roughly into the same category as teachers, professional workers, etc. "Foremen", who are included in the above statistics among non-manual workers, ought probably, for our purpose, to be grouped with manual workers.

The occupational statistics of Workers' Educational Association classes, which exclude some University Tutorial classes and include a large number of other types of classes, do not give particulars under industries, but they enable us to distinguish between manual workers, non-manual workers (including clerks, shop assistants, teachers, postal workers and professional workers) and women engaged in domestic duties. The following summary distinguishes between University Tutorial classes and One-year, Terminal and Extension courses.¹

University Tutorial Classes

Manual workers and foremen	4,368
Non-manual workers	5,527
Women engaged in domestic duties	1,811
	<hr/>
	11,706

¹ Abstracted from the Twenty-ninth Annual Report of the Workers' Educational Association. In addition to the above, 3005 are shown as "Miscellaneous and Unspecified"

*One-Year, Terminal and University Extension Courses*¹

Manual workers and foremen . . .	10,830
Non-manual workers . . .	9,975
Women engaged in domestic duties . .	8,147
	<hr/>
	28,952

The great majority of the classes from which both sets of statistics are compiled are held in urban centres, and that fact dominates the occupational distribution of the students. If it were possible to obtain the same information for all rural classes in the country, the picture would be a very different one. Since this information is not available, the particulars for adult classes in the Kesteven division of Lincolnshire, tabulated on the following page, may give some idea of the occupations and social status of students in a typical rural area.²

Taking all these facts of age and occupation together, several important points emerge. In the first place, it is clear that the work as a whole might be more fruitful if the present proportions of students under and over the age of 30 were reversed. It is not necessary to suppose, with the majority of educational theorists, that

¹ University Extension courses provided for the Workers' Educational Association are comparable with One-year classes, rather than with the older type of Extension course. Occupational statistics for the latter are not available. There is no doubt, however, that manual workers represent only a small proportion of the membership of these courses.

² Thanks are due to Mr. W. H. Hosford, B.Sc. (Econ.), Workers' Educational Association Tutor-Organiser in Kesteven for the particulars in the table which follows.

OCCUPATIONAL DISTRIBUTION OF RURAL ADULT STUDENTS

Occupation	Tutorial Classes	One-year Classes	Terminal and Short Courses	Total
Agricultural labourers		1	31	32
Other labourers .	1	.	8	9
Farmers	.	2	9	11
Small-holders, etc.	1	.	6	7
Gardeners	.	.	12	12
Blacksmiths	.	1	5	6
Railway workers	1	1	8	10
Post-office workers	.	1	3	4
Clerks .	4	5	9	18
Teachers .	12	9	29	50
Clergy and professional men	1	1	10	12
Shopkeepers and shop assistants	1	1	13	15
Joiners and carpenters	1	.	6	7
Bricklayers	..	1	2	3
Ironstone workers		.	4	4
Engineers, electricians, etc.	3	.	7	10
Home duties and dom- estic service .	4	7	88	99
Miscellaneous .	2	2	10	14
				323

educable capacity (or learning power) diminishes rapidly after the age of 25; no real evidence in support of this thesis has ever been advanced, and such evidence as exists definitely contradicts it.¹ But it is certainly true that, the longer

¹ See, for example, Thorndike, *Adult Learning* (New York. Macmillan, 1928).

the hiatus between the cessation of earlier education and the first interest in adult studies, the more difficult is it to pick up the threads and to enter again upon the discipline of connected study. The effect of this gap is obviously more serious in the case of some students, whose occupations demand little in the way of reading or writing, than it is in the case of others. Those who are engaged in manual occupations, including the majority of women employed at home, suffer most from the cessation of education at an early age; clerks, business men and professional workers suffer less; and teachers are in an entirely different category from this point of view.

It is possible, of course, to exaggerate the extent of the handicap with which manual workers start when they come late to adult studies. Many of the students of this type who enter adult classes have been actively engaged in Trade Union work, or in the many-sided activities of a local Co-operative Society, or in Church work, frequently as local preachers. In these cases there has often been much undirected reading, and a good deal of practice in writing. When all allowance has been made for the compensating advantages of experience of this kind, however, there is no doubt that the comparatively advanced age of adult students, the handicap imposed by the early age at which they left school, and the limiting influence of their occupations, represent together a serious obstacle in the way of adult education.

Much time has to be wasted in breaking down elementary difficulties before the real work of the course can begin; while many men and women of good natural ability are prevented altogether from embarking upon the more advanced and more ambitious courses

This difficulty is illustrated by a comparison between the distribution of students attending University Tutorial classes, and of those in One-year, Terminal and similar classes. Although all of these courses are designed primarily for working men and women, it will be observed that the number of non-manual workers in University Tutorial classes almost equals that of manual workers, foremen, and women engaged in domestic duties together. In the more elementary types of classes, on the other hand, non-manual workers represent little more than one-third of the total. The same fact is strikingly illustrated by the statistics of rural classes given in the table on page 66. Of the thirty-two agricultural labourers, only one is attending any kind of course which involves written work.

In the light of the foregoing survey, it is possible to distinguish certain main types in the general student body. In classes dealing with economic and political subjects in the towns, skilled and semi-skilled workers preponderate. The proportion of students of this type will be larger in One-year and Terminal courses than in University Tutorial classes, even in these subjects; and in Tutorial classes in Literature and similar subjects, they represent a

comparatively small proportion as compared with teachers and non-manual workers generally. For reasons which will be obvious from what has been said already, the movement has succeeded only to a very small extent in recruiting unskilled labourers.

Perhaps the chief characteristic of working-class students is their diffidence and their consciousness of inadequate knowledge. Contrary to what might be expected, those who hold strong views on particular aspects of economic and political theory represent a comparatively small minority. Both diffidence and prejudice are the results of the same set of circumstances. Their experience in industry, or in the activities of their Trade Union or other working-class organisation, has made them conscious of the complexities of their own particular world and of the disadvantages imposed upon them through lack of knowledge, and they may either have acquired a sense of helplessness through this consciousness of their own disabilities, or they may have found easy explanations and easy solutions of the difficulties which beset them, to which they cling with greater intensity the more their views are attacked. Either attitude is an obstacle in the way of progress in their studies; and neither can be overcome without understanding and tact on the part of the tutor. The first condition of success is that he should learn to know and to understand their difficulties, and that he should be able to utilise their experience, and even their prejudices,

in the attainment of wider knowledge, without sacrificing anything of the spirit of unprejudiced enquiry which must actuate him in his work.

One of the most striking developments in adult education in recent years is the large increase in the number of women students in adult classes. They are found to a larger extent in One-year, Terminal and Extension courses than in University Tutorial classes; and in classes dealing with Literature, History, Psychology and Science rather than in classes dealing with economic and political questions. They are usually more diffident than the men in discussion, more conservative in outlook, and less likely to come with preconceived notions. Suggestions have from time to time been made that, because of the greater difficulties of working-class women students as compared with men, separate classes should be provided for women. This suggestion has not, however, been widely adopted. As an illustration of the difficulty of generalisation, it may be said that, while what has been written above applies generally in urban centres, women have taken a leading part in the development of adult education in the villages, and have certainly not been more backward than the men in their contribution to the work of the classes or in discussion. This may be explained partly by the fact that the subjects chosen usually correspond more nearly to their interests than is the case in urban centres.

Working-class students, whether men or women, are marked off clearly, both by their

difficulties and by the spirit which they bring to their studies, from the large section of students composed of teachers, clerks, shopkeepers and professional or business men. Classes which are made up of both elements in fairly equal proportions sometimes present a difficulty, owing to wide differences in attitude and attainments, and the failure of the two sections to coalesce into a united body of students. Here, again, much depends on the skill and tact of the tutor. Once these obstacles are overcome, diversity of interest is an advantage rather than a disadvantage in the work of the class. Some of the most difficult groups are those in which all the members follow the same occupation, for example, a class of miners meeting in a mining village. In these cases, discussion tends to get into ruts, and the class loses the advantage of being able to draw upon a wide variety of experience.

It is, of course, impossible to draw sharp distinctions between different categories of students, and the best students in any class may belong to any of the sections represented in it. While the professional man, clerical worker or teacher may, because of his or her previous training, experience less difficulty in the conquest of new knowledge, this is often compensated, in the case of working-class students, by the powerful urge which they bring to their studies; and it is on the whole true that they are less likely to be diletante in their attitude than those who have enjoyed greater advantages.

Most of what has been said in this chapter applies to urban students, who are still the great majority of adult students in the country as a whole. Although it is equally difficult to generalise about students in rural classes, the tutor who has had to deal with both urban and rural groups soon recognises that the rural student presents a different problem. The typical country dweller is perhaps less eager in his interests, slower to make progress in his studies, and even more diffident about discussion and written work than the typical urban worker; but he is no less certain in his allegiance once his interest has been aroused. A rural group is usually much more heterogeneous in its composition than an urban group; every interest in the village may be represented, from the agricultural labourer to the squire or parson. While this means even greater diversity in educational attainments, the community spirit is stronger than it is in the town, and there is frequently more unity of sentiment in the village class in consequence. If adult education is to succeed in the village, those who are responsible for it must appeal to the interests of the rural worker, and must recognise that they are different from those of the town worker.

Finally, this attempt to distinguish between different types of students may create a false impression of sectionalism in the Adult Education Movement as a whole, and in the adult class in particular. Behind all the differences there is a fundamental sense of unity. All who remain as active students are moved by the same

desire to know and to understand, in order that their own experience of life may be fuller, and in order that they may render more effective service to the causes which they have at heart. The sacrifice of energy and leisure which many are prepared to make, with no other end in view than the attainment of knowledge, is an indication of the strength of this urge; and the spirit of understanding and comradeship which is one of the marked characteristics of adult classes everywhere is, in itself, evidence of the successful attainment of their aims.

CHAPTER V

BREAKING NEW GROUND

ADULT classes do not come into existence, as a rule, without a certain amount of preliminary work. This is true especially in the smaller centres and in rural areas. The pioneer and propaganda activities of the Adult Education Movement may be likened to those of the publicity department of a commercial firm. It is as necessary to advertise education as it is to puff a new product. In both cases there exists a latent, unorganised demand that may be crystallised and made effective by skilful propaganda, but which will otherwise remain unexpressed. And in both cases, the aim of the publicity is not merely to arouse an interest in the advertised article, but also to influence the behaviour of individuals. It is not enough to stimulate a vague, generalised interest in adult education, though this result is not to be despised. The success of the propaganda should be measured by the number of people aroused to continuous personal endeavour. Pioneer work should be directed always towards the ultimate establishment of class-work. It is easy to slip into a frame of mind which magnifies single talks and short courses into final achievements, and which is satisfied with a wide dispersion of

pioneer ventures. These activities should be regarded as means to an end. Although they are far from valueless in themselves, their worth is small as compared with that of continuous class study.

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METHODS OF PROPAGANDA

When embarking upon a propaganda campaign, whether in a single centre or over a wide area, two general considerations should be borne in mind. In what quarters is the propaganda most likely to be effective? What forms of propaganda and pioneer effort are likely to be the most productive? A close preliminary study of both questions is of very great importance. The resources of money and energy available for such work are usually strictly limited. It is essential, therefore, that they should be administered economically. One may easily dissipate both by using the wrong type of propaganda or by directing appeals to unfruitful quarters. Injudicious publicity is worse than no publicity.

The most profitable types of propaganda are those which reach people through the groups of which they are members, and which link on to their existing interests. It is advisable, therefore, when breaking new ground, to begin with a survey of the local groups and organisations, their interests and membership. Even in the smallest place, the number of such bodies is surprisingly large. Trade Union Branches and

Men's and Women's Co-operative Guilds are among the organisations which offer the most hopeful ground. Some active spirits will almost certainly be found there. Unfortunately, both organisations are generally absent from the small village. Adult Schools, the Young Men's Christian Association or Young Women's Christian Association, Women's Institutes, and similar organisations, may also be usefully approached. All of them have an educational bias, although in some cases it may be slight or self-centred. Literary and Debating Societies, and purely social clubs, generally prove less fruitful soil. Religious organisations, especially in the countryside, may become interested in some established educational activity. But, for obvious reasons, it is usually unwise to base any new venture on a sectarian foundation.

Contact with an outside organisation can often be established through an acquaintance or class-student who is a member of the body. An invitation to speak gained through such an internal channel ensures both a "friend at court", and, generally, a more cordial reception. In a rural area, the members of one central village or town group will usually undertake with enthusiasm the stirring-up of interest in neighbouring villages. It is of the greatest importance that the large potential supply of missionary effort afforded by existing group and class members should be used to the full. The effect will be not only a more rapid expansion of the work, but also an increase in the loyalty

of students, who will feel that they are active propagators of the movement.

When addressing any group for the first time, it is advisable to have some concrete proposal to place before them. If any interest is aroused, it should not be left at that, but something tangible should be secured before the meeting disperses, even if it be merely the fixing of a date for a further discussion, or the collection of the names of individuals to be approached or notified later. Goodwill is not enough. Unless it is focused upon something definite, the newly awakened interest will quickly disappear.

PIONEER LECTURES AND COURSES

The nature of the proposals put to the group will depend upon local conditions. In an established centre, it may be sufficient to describe the programme of the Workers' Educational Association Branch. If the ground is undeveloped, it will generally be found possible to gain the interest of local organisations by offering to provide speakers or to arrange a course of talks. The value of the single lecture as an educational instrument is slight. But, wisely used, it may be a powerful means of interesting people in educational work who would not take the initiative in interesting themselves. The single lecture should, however, be used with caution. A popular talk may merely whet the appetite for further chatty trifles. One should beware, too, of the organisation with a "Winter Programme", which will

seize any opportunity of gratifying cheaply its members' lust for miscellaneous information.

A much more reliable means of securing students for serious work is through the short course of, say, four or six talks. The short course is not so trivial as to be a mere alternative to the cinema, nor so onerous as to frighten away those to whom a class appears too heavy an obligation. If the group fear that interest could not be sustained over even so short a period, this timidity may be overcome by the offer of a series of lantern talks. In rural areas, at any rate, some visual aid, if not essential, is of enormous value. The study circle, also, is an excellent—and somewhat neglected—form of pioneer activity. Its informality is an attraction to individuals unaccustomed to study, and it trains the members in habits of reading and discussion. Another alternative is the offer of a One-day School on a topic of special interest to the members of the organisation or group.

It will often be found desirable to stress, to an apparently unnecessary extent, that work can be begun with a handful of people. Inexperienced groups are frequently fascinated by numbers, and they feel that, if they cannot bring a multitude together, the job is not worth doing. It is worth expending pains to convince them that to get together a dozen people, who are really in earnest, is all that matters at the beginning.

Pioneer activities of the right type should, in time, produce demands for classes. If the demand is presented by a study group or organisa-

tion, backed by a sufficient number of intending students, and with a clear indication of the subject to be studied, the tutor or organiser is indeed blessed. Very frequently the number of prospective members is inadequate, or the subject undecided. The latter point can only be settled in consultation with the group. A free discussion will generally produce agreement. Occasionally, however, the differences of opinion are irreconcilable; some members may want Music, others Biology. If the topics suggested are cognate, *e.g.* Economics and Politics, a compromise can generally be reached, either on one of the alternatives or on another allied study.

RECRUITMENT OF STUDENTS

The problem of recruiting students for a class is less easy of solution. No royal road can be suggested. Propagandist visits and talks of the type described should yield some fruit, indeed, this is practically the only method available in an entirely new centre. But probably the most reliable means is to organise the personal services of those who have already become interested. If they are urged to chat with their friends and workmates and to make announcements at their Trade Union and Club meetings, more response will be gained than from any amount of expensive press advertising. This individual canvass may be assisted by a circular or leaflet describing the nature of the class and giving an outline of the subject to be studied. In

making final arrangements for the class, particular care is needed in the choice of a meeting-place. If a room is selected in an inconvenient quarter of the town, or in a building with marked sectional associations, some students will be lost. It is impossible to guard against every eventuality, but care should be taken to avoid any unnecessary arousing of prejudice or suspicion.

PIONEER WORK IN RURAL AREAS

The organisation of adult education in the towns usually presents no special difficulties. Townsfolk are bred in the tradition of co-operative action and discussion in the workshop, Club or Branch room. The membership of urban organisations is so large as sometimes to permit of the formation of a class in connection with a single group. The circumstances of the countryside are very different, however, and make necessary different methods of approach. Some comments which have special reference to these problems may not, therefore, be superfluous.

The aggregations of population found in the countryside are so small that any successful adult educational activity must be a community venture. But the dissensions and cross-currents found in some villages are so numerous and potent, that a single false step may destroy any prospect of achieving or preserving this communal character. If one approaches this body in the first place, then that body will refuse to join in. If Mr. X is appointed as local corre-

spondent, then Messrs A, B, C . . will have nothing to do with it. Because of these pitfalls, the first step taken in the village is at once the most difficult and the most important. The safest plan is to establish the original contacts with some organisation that is representative of all interests. A Village Community Council, or, failing this, a Village Hall Committee (if it is not moribund), is the ideal body. Next best is the Women's Institute or Men's Club. If he is sympathetic, the village schoolmaster or parson will prove an invaluable guide to local social topography (and pathology!).

The characteristics and circumstances of rural folk place further difficulties in the way of educational advance. The smallness of village populations makes any selection of students on the basis of age or equality of attainment practically impossible. The great variety of age of those willing to join a course makes even the selection of a subject a thorny matter. Methods of instruction quite suitable in the towns must be adapted to the different needs and character of the country. The generally lower levels of juvenile education in the village, and the dissimilar experience and culture of the village dweller, make rural classes less prepared for the more formal types of teaching. Regularity of attendance cannot be counted on to the same extent as in the towns. The vagaries of weather, seasonal and home occupations, migration from the village, all hinder the establishment of continuous courses.

These peculiarities of rural work do not imply that the countryman is of a low order of intelligence. He may think slowly; but he knows what he wants and what is worth having. It is as fatal to talk down to an audience in the village as in the town. Simple language should be used, but it need not be childish. The differences between town and country do imply, however, that the rural tutor must not be eager for quick results. Activities of a pioneer nature will need to be protracted over a long period, and class work, when it does develop, will more probably be of the Terminal course than of the Tutorial class type.

THE WORK OF ORGANISING TUTORS

Where a tutor is placed in charge of the development of adult education in a large urban centre or in a wide rural area, it will be necessary for him to devolve much of the conduct of pioneer and class work upon others. In these circumstances, it would be wise for him to draw up a list of individuals who are prepared to undertake work of this kind. Such a list not only provides a supplement to the supply of energy afforded by class students, but also enables the tutor to satisfy at short notice any request for a speaker or class leader.

The length and composition of the list will depend upon the local circumstances. But it will usually be worth while to include not only people ready to give propaganda talks, but also

others who can offer single talks and short courses on a wide variety of topics—the wider the better. In a large town, the compilation of such a panel of speakers should not be very troublesome. But in the countryside, the supply of suitable people is not very great. Workers' Educational Association members will readily volunteer for the propaganda talks. For the more general work one must depend largely on teachers in secondary schools and colleges, the staffs of technical institutions, and the clergy. Great care is necessary in compiling this panel of speakers. Whilst a thorough knowledge of the subject to be treated is essential, the requirement most difficult to satisfy is an ability to arouse interest in the subject, and to establish immediately intimate and friendly relations with groups. Unwise selections cannot always be avoided, but they should be reduced to a minimum, since the effects of a failure live long, especially in the country. Quite apart from these considerations, the maintenance and improvement of the quality of this more elementary and informal type of work is important for its own sake. The standards set up in these early stages will be reflected in later work. In the long run, the quality of class work depends upon the foundations built during the pioneer stage.

The tutor in charge should keep in close touch with all the preliminary negotiations connected with the development of pioneer and class work, and should, of course, maintain a

constant personal contact with each group when it has been established. The maintenance and expansion of the work will be greatly facilitated—and the tutor's burden relieved—if committees can be set up to investigate local interests and to formulate demands for further courses or classes. Sometimes, if the group is not beyond the short course or study circle stage, the committee will have to be an *ad hoc* body, formed by the members of the group, or from representatives of local organisations. But the best of all committees for these purposes, where the conditions are suitable, is a Workers' Educational Association Branch. Not only does this provide a permanent organisation, but, through the link with the District and National movements, a more lively interest is created. It is unwise, however, to found Workers' Educational Association Branches prematurely. A Branch that does not function is better dead. And the organising tutor will find a committee that exists only on paper much more difficult to deal with than no committee at all. In some villages the most suitable type of organisation is an active Village Community Council, in touch with the Rural Community Council of the county.

EDUCATIONAL BROADCASTING

What part broadcasting and wireless listening groups should have in a scheme of pioneer work, what effects they have had, or are likely to have, on the demand for adult education, are very

debatable issues. It is too early to decide the second question. The number of people who follow the broadcast talks regularly is undoubtedly immensely greater than the number who have joined formal listening groups. But it is equally certain that most of them will not in the near future demand the provision of class facilities. Many keen members of the broadcast audience prefer individual listening in their homes to class work. Others are interested in subjects in which classes could not easily be provided, either because of difficulties of the regulations, or because tutors in these subjects are not plentiful, or because a number of students sufficient to form a class cannot be brought together. In time, the influence of broadcast talks may be great. But immediately we cannot expect to receive flocks of new students from this source.

Nevertheless, the facilities of broadcasting may be used with considerable advantage. To what extent, and in what manner, wireless talks may be incorporated into a general scheme of adult education must be decided by the individual tutor. But there are many possibilities. Particular talks may be used in conjunction with a course, or students may be recommended to follow a certain series which bears upon the subject of their discussions. Groups which, because of distance, or for some other reason, cannot at once be provided with a lecturer, may be organised into listening circles for the time being, thus preserving their interest. Wireless

groups may be a useful means of bridging the summer gap between classes. In all these cases, the course to be followed should be selected with judgment, having regard to the interests of the group. It is important, too, that the person chosen as leader should be competent to guide the discussion. This does not mean that he need have an exhaustive knowledge of the subject. But it does mean that he should at least have the ability to restrain his own and others' garrulity.

COLLABORATION WITH VOLUNTARY BODIES

In addition to conducting and supervising the activities described, the organising tutor will be well advised to maintain close contact with certain of the voluntary bodies in his area, whose work often impinges on the field of adult education. Needless to say, the tutor's own activities should be linked always with those of the Workers' Educational Association, if not made part and parcel of them. The tutor who tries to pursue an independent course will find his troubles multiplied and his efforts less productive. The District Secretary should be kept informed of the tutor's plans, so that overlapping may be avoided. Where a Workers' Educational Association Branch exists, the tutor should always act with its full cognisance. Elsewhere, the tutor's efforts should be directed wherever possible to the spreading of Workers' Educational Association ideals and organisa-

tion. This may raise problems in a rural area, where suspicion of the term "worker" amounts at times to a phobia, and where political obsessions may transform the innocuous symbol "B Com." into evidence of membership of a subversive party. But these fears and criticisms can, and should, be met. In the long run, it is more profitable to face opposition of this kind than to truckle to it.

Where a Rural Community Council exists, the tutor's relations with it will be influenced by the nature of its work. In some instances, the Rural Community Council has joined with the Workers' Educational Association and the local University in the appointment of a resident tutor. Where this arrangement holds, the problem of relations is solved. The tutor will be an officer of the Council, reporting periodically to its Education Committee, and deriving funds from it for the conduct of pioneer work. In other cases, the Rural Community Council does not join in the appointment of a tutor, but, through its Education Committee, organises activities of a more elementary type, and stimulates the demand for classes which are handed over to other bodies. In yet other cases, the Councils do little or no educational work. But whatever the attitude of the Rural Community Council, close and friendly relations with it are of the utmost value. Through the Council, introductions to new centres can readily be obtained, and very valuable help in making local arrangements and in securing accommodation for study groups

may be forthcoming. The interest which all Community Councils have in Music and Drama may be utilised in the organisation of extra-class activities. If cross-purpose and waste of energy are to be avoided, it is essential that all the organisations concerned in any way with adult education should be brought together into a co-operative scheme. And the Rural Community Councils are bound to be important members of such an alliance.

In a mining district, the local Miners' Welfare Committee should be approached and its sympathy secured, even though it may be unable to provide any financial aid. In one or two districts, there are special Miners' Welfare organisations to further adult education, supported by grants from the Welfare Fund. The County Federation of Women's Institutes will provide contacts with groups scattered over a considerable area, and may prove a useful channel for the dissemination of information concerning classes and courses. The county organisations of the Adult School and the Young Men's Christian Association will also be of help, particularly if the facilities offered are such as are likely to interest their own members. Numerous other organisations, such as the British Legion, Toc H, the Club and Institute Union, will be found very friendly if approached in the right way, and will help in spreading a knowledge of the work among their members. They may even take the initiative in the organisation of courses.

The tutor's relation with adolescent organisa-

tions, such as the Boy Scouts, the Girl Guides, Village Clubs for lads and girls, etc., must be determined by his own circumstances and those of the locality. While it is very desirable, not only that contact should be maintained with these bodies, but also that attempts should be made to establish work with them, the tutor's many duties may prevent him from conducting experiments on any considerable scale.

THE QUALITIES NEEDED BY THE ORGANISING TUTOR

The successful conduct and supervision of such numerous and different activities calls for varied qualities in the organising tutor. The prime requirement is enthusiasm for the work. It is vain to try to kindle others unless you yourself possess (in Paton's phrase) "a fire in your belly." Along with this should go an almost inexhaustible patience. Results sometimes come quickly. But more often a great deal of spade-work is needed before any response is discernible. The exercise of patience is especially desirable at the close of a class or meeting, when one is tempted to vanish as speedily as possible. A few minutes spent in general conversation goes a long way towards the establishment of terms of intimacy, and may yield an introduction or a point of contact that one has long sought. The ideal tutor must also possess sufficient sympathy and insight to perceive the difficulties and qualities of others. Without this understanding, it is impossible to establish that friendship with

individuals and groups which is essential to complete success. Above all, the tutor should not conceive himself as one called from on high to convert and uplift the ignorant. Nothing will more certainly destroy his prospects of doing useful work than to create the impression that he is seeking to "do good". If people are treated as ordinary human beings, they will respond. Try to uplift them, and they will fight shy.

CHAPTER VI

ADULT CLASSES

THIS chapter will be largely concerned with a formal description of the different types of adult classes and courses provided under the Adult Education Regulations. It would be a mistake, however, to suppose that any such formal description could give a true picture of the adult class, for each class is a separate entity, with its own special characteristics due to personal factors, yet having something in common with all other similar groups, whether organised in University Tutorial classes, One-year classes, Terminal courses or University Extension courses. There is something in the tradition of the movement which gives to these voluntary groups a spirit of their own. There is a consciousness of social purpose which marks them off from ordinary University classes or technical classes. Their members are engaged in the pursuit of knowledge, not merely for personal advancement, whether vocational or cultural, but also in order that they may better serve the causes in which they believe.

The essence of the adult class is its voluntary, co-operative character. The tutor regards himself as one of the class, able, because of his special training, to direct the members in their

studies, but recognising in them an experience which he himself does not possess, and which can be equally useful with his own in the attainment of the ends which they are pursuing in common.

It will perhaps help towards an understanding of the character of these groups if we attempt to trace a typical class from its inception. The idea of a course may have originated with one or two interested people in the locality. They will have sounded some of their friends and will probably have met the local Secretary of the Workers' Educational Association or of some other body which is concerned with the organisation of adult education. They may have heard of some particular tutor whom they would like to have, or a number of names may have been suggested to them. Their choice will naturally be affected by the subject they wish to study, although it may quite often happen that the reputation of a particular tutor will finally decide the issue. If they are not very clear about the subject, they may be shown several possible syllabuses. Having made their choice, the next step will probably be the calling of a preliminary meeting at which the tutor will be present. At that meeting the tutor will explain the proposed course, and there will be further discussion of the provisional syllabus, which may be modified to meet the wishes of the group. If the group is small, it may be necessary to make arrangements for further propaganda in order to increase the numbers,

and the date of the first official meeting of the class or course will be fixed.

At the first formal meeting of the class, the tutor will find himself confronted by twenty or thirty individuals, not very clear about what they are going to do, very conscious of their own intellectual deficiencies, and somewhat in awe of him. They will have before them a syllabus which has been submitted to and approved by the Responsible Body. Somewhere in the room there should be a box of perhaps thirty to forty books from which volumes can be borrowed by the students. The first task of the tutor is to break down any barriers of reserve which may stand in the way of effective co-operation; he must make out of this miscellaneous collection of individuals of different ages and attainments a solid group of students, actuated by common interests, conscious of a common purpose, and determined to succeed in their self-imposed task.

The conditions under which this task is to be performed are frequently unfavourable. The class very often meets in the local school, which is not always a particularly attractive building; and desks designed for children do not conduce to the comfort of adults, most of whom are tired after the day's work. The lighting may not be good; and it may sometimes be difficult to keep warm on a cold winter evening. In spite of these difficulties, however, there are few classes which do not, in the course of the first few weeks, develop that spirit of enthusiasm and

friendship which has distinguished adult classes from the earliest days of the movement.

TYPES OF ADULT CLASSES AND COURSES

The great number of educational classes provided for adults may be divided roughly into two groups, vocational and non-vocational. Vocational education is that which is provided specifically as an aid to progress in the particular occupation by which the recipient earns or is going to earn his living. Non-vocational education may be described generally as that which is pursued for the sake of a wider culture, a fuller and more highly trained mind, or to achieve greater effectiveness in social service. Vocational education deals with the student, primarily, as a member of his trade, craft or profession, while non-vocational education is concerned with him as a citizen.

It is natural that there should be much more numerous facilities for vocational than for non-vocational training. They are a matter of obvious concern to the Government, municipalities, enlightened employers, and the students themselves. They are provided by means of Technical Colleges and Schools, evening classes arranged by Local Education Authorities, Training Centres, etc. Some bodies provide both types of education. This is especially so in the case of Local Education Authorities, for instance, there are classes in many towns in Economics, Modern Languages, etc., given at

the local Technical Institution. The majority of the more advanced non-vocational classes and courses in the country generally are, however, provided by Approved Associations and University Extra-mural Bodies under the Adult Education Regulations. It must be understood that the mass of the evening classes provided by Local Education Authorities in non-vocational subjects are of a comparatively elementary nature. They are controlled by Government regulations different from those governing most of the classes which come under the term "Adult Education". The latter, being of a higher type, necessarily cost more, not only in money, but also in energy on the part of both tutors and students.

In connection with all regular courses provided by Approved Associations and the Universities—Terminal courses, One-year classes, University Tutorial classes and University Extension courses—there are, necessarily, definite regulations imposed by the Board of Education, under which they are recognised for grant purposes.¹ With regard to those eligible for membership, two factors must be taken into consideration. Care must be taken that a class does not become vocational, merely by the fact that a number of the students are so using it. Thus, a class in Geography composed for the most part of teachers, a class in Local Government whose students are mainly Local Government officials, or a class in Music made up of people aiming at

¹ See Appendix A (1)

musical education for the purposes of a career, are examples of the wrong use of classes organised under the Adult Education Regulations. The Board of Education does not recognise under the Regulations courses conducted for private profit, or those which, in view of the character or standard of the teaching, are more properly recognisable under other regulations. The teaching of religious subjects is also barred, except where the aim is the scientific study of the documents, history or philosophy of religion. Students must normally be at least 18 years of age before they come within the scope of the Adult Education Regulations. Thus the aim of the Board of Education is to foster a liberal education for adults, but to avoid overlapping with other branches of educational work, and to prevent the spending of public money on mere propaganda.

The classes under consideration are controlled by a Responsible Body. In the case of University Tutorial classes, Preparatory Tutorial classes and University Extension courses, the Responsible Body is a University or University College. For One-year classes and Terminal courses organised by an Approved Association, such as the Workers' Educational Association, that body itself is, as a rule, the Responsible Body. The latter controls the classes, appoints the tutors, approves syllabuses, and must see that the regulations are duly carried out.

Before the class begins, the tutor must submit to the Responsible Body a syllabus of the work of the course for the current session.

Whenever possible, the final syllabus should be drawn up in consultation with the students. In the case of a new Tutorial class, the detailed syllabus for the first year must be accompanied by an outline of the ground to be covered in the second and third years, in order to make sure that the three years' work forms an organic whole. With the syllabus is required also a brief bibliography (i.e. a select list of the books on which the course is based).

At the beginning of each session, it is usual for the tutor to sign a form or forms of agreement. In this the fees are specified, the dates and times of class meetings, and arrangements with regard to travelling and hotel expenses. The tutor undertakes to see that the regulations are carried out.

The following types of classes are provided for in the Adult Education Regulations:

I. *Classes under Approved Associations.*

(a) *Terminal Courses.*—In order that a Terminal course may earn the full grant provided, at least twelve students must satisfy the requirements in attendance. There is no limit to the number on the roll of students, which must be closed not later than the end of the third meeting. Each meeting must be not less than one hour and a half in duration, and there must be not less than twelve meetings.¹ In special circumstances,

¹ In all cases, and for all types of courses, the work must extend over at least the same number of weeks as there are meetings in the course. The holding of more than one meeting in any week is not permitted.

the Board may recognise short courses of less than twelve but not less than six meetings, in which case the roll must be closed not later than the second meeting. To meet the needs of sparsely populated districts and other difficult circumstances, the Board may reduce the minimum standard for full grant to nine students, and may also permit two half-attendances by a student to count as one full attendance. These attendances for not less than half the duration of the meeting must be noted on a supplementary register, in which the time of arrival and departure must be entered.

Terminal courses are the only type of course under the Adult Education Regulations in which no written work is required from the students. Although the full grant may be earned by attendance only, it is desirable, however, to encourage the students to submit written exercises in order to prepare the way for more advanced work, possibly in One-year classes, in subsequent sessions. The Board may raise the maximum grant if they are satisfied that instruction of a more advanced type is given; and written work, while not an essential condition for the higher grant, is evidence of more intensive work. The Terminal course is particularly useful as an introduction to adult education, especially in rural centres, where there may be a good deal of diffidence about written work at the beginning.

(b) *One-year Classes*.—Each meeting of a One-year class must be of not less than one and

a half hours' duration, and the course must consist of not less than twenty meetings. The number of students on the roll must not exceed thirty-two, and the roll must be closed not later than the end of the fourth meeting. For the class to earn full grant, two-thirds of the students on the roll, with a minimum of twelve, must satisfy the requirements in attendance and written work.

The character of One-year classes varies considerably in different parts of the country, and there is also a wide variety of standards. It is perhaps unfortunate that, in certain areas, classes of the same type, arranged by the Workers' Educational Association, but for which the Local Education Authority takes full financial responsibility, should also be known as One-year classes, although they are recognised under the Regulations for Further Education. The same conditions as to attendance and written work do not apply to such classes, and there is danger that standards may suffer. Even in the case of One-year classes recognised under the Adult Education Regulations, the purpose to be pursued is not always clear, and they vary from quite elementary courses, to courses which are approximately of the same standard as Tutorial classes. In some cases there has been a tendency to treat the One-year class as being merely preparatory to a Tutorial class. This is undesirable. One-year courses should be complete in themselves, and should provide for students who do not require or are unfitted for

the more intensive methods of Tutorial class study. This does not mean that a low standard is to be encouraged. It is merely a different standard.

2. *Classes under Universities or University Colleges.*

(a) *Classes preparatory to Three-year Tutorial Classes.*—These are for students who intend to proceed to a University Tutorial class, but are not quite ready to embark upon a full Three-year course. As in the One-year class, there must not be more than thirty-two students on the roll, which must be closed not later than the end of the fourth meeting. The course must consist of twenty-four meetings of not less than two hours' duration each. The minimum qualifying standard is the same as for a One-year class, but more advanced work is expected.

Preparatory Tutorial classes have shown a comparatively slight development. It is difficult to distinguish between students who have reached the stage at which a Preparatory class might be useful, and those who are ready to embark immediately upon a Three-year course. If students have already done a certain amount of work in One-year classes, they do not care to contemplate a further preparatory course followed by a Three-year Tutorial class, since this involves committing themselves, morally if not formally, to a four-year course. It is important, however, that students should not be encouraged to embark upon a Three-year course until they

are ready for it; otherwise the standard of the Tutorial class will suffer.

(b) *Three-year Tutorial Classes*.—The Three-year Tutorial class represents the pinnacle of effort in part-time education for adults, and has no counterpart in any other country. It is the great achievement of the Workers' Educational Association, working in conjunction with the Universities, and it provides for the student a unique opportunity to pursue, in his own time, a University course of high standard in the subject selected.

In the words of the Board of Education Adult Education Regulations, "where the subject of the course is such as to make the standard of University work in Honours a possible aim, the course must be planned to reach, within the limits of the subject, that standard". It is, of course, neither possible nor desirable, with adult students, to follow the same syllabus, or to present the subject undertaken in exactly the same way as with a class of undergraduates within a University, but, taking into account the wider experience of life possessed by adult students on the one hand, and their lack of technical knowledge on the other, the result obtained should approximate in *quality* to a University Honours standard.

Such a result requires a long period of organised study. A University Tutorial course must therefore last for three years, in each of which there must be twenty-four meetings of two hours each. An extension of the class

beyond the third year may be specially approved by the Board of Education. Intensive work of the character required is only possible in comparatively small groups, and the number of students on the roll is therefore limited to a maximum of twenty-four, although in special circumstances the Board may raise the limit to thirty-two if requested.

As the selection of the right type of students is no light matter, the roll need not be closed until the end of the sixth meeting, and names may be removed from the roll up to the end of the twelfth meeting. It is the duty of the tutor to advise the Responsible Body as to which names are to be kept on the register. Should there be any who appear unlikely to fulfil the requirements, their names should be removed during the next six teaching weeks. Those who joined not later than the sixth meeting are called "original students", and it is on their performance, in matters of punctuality, regularity of attendance and submission of written work, that the financial success of the class depends.

It is permissible, at any subsequent time after the closing of the roll, to admit other students to the class, provided the tutor is satisfied that they can take up the work at the stage reached by the class, and provided also that the total number in active attendance, including students added in this way, does not exceed the prescribed maximum. Such "added students" must have their names entered in the register, not

with the "original students", but on a separate page provided for the purpose. These added students are officially recognised for grant by the Board of Education as from the beginning of the year following that in which their names are entered in the register. Added students thus become a liability as well as a possible asset, since they increase the total number of students on which the qualifying minimum is assessed. Before admitting additional students, the tutor should be satisfied that they will carry out their obligations to attend regularly and to submit the required written work.

The normal standard for full grant in the case of a Tutorial class is twelve students, or two-thirds of the total number on the roll (whichever is the higher), for a class in its first year, nine students, or half the number on the roll, for a class in its second year; and six students, or one-third of the total number on the roll, for a class in its third or later year. In each case the students must have attended not less than sixteen meetings, and must also have submitted the required written work, in order to qualify.

The University Tutorial class is the core of the modern Adult Education Movement in England. It aims at the achievement of high standards of work, and can only survive in proportion as these are maintained. It is therefore important to ensure that only students who are capable of intensive work of this character should be admitted to University Tutorial classes. The responsibility for selecting the

students rests finally upon the tutor, who can do much, in the early stages of the course, to attract new recruits of the right type to make up for those who find the pace too hot and are compelled to drop out during the first twelve weeks.

(c) *Advanced Tutorial Classes*.—These are primarily for the benefit of students who have been members of Three-year Tutorial classes and wish to do work of a definitely more advanced standard. The Advanced Tutorial class provides an opportunity for intensive individual work by the students under the direction of the tutor. At least two-thirds of the students enrolled must have passed, to the satisfaction of their tutors and of the Board, through a Three-year Tutorial class in the same or a related subject, and the tutor must be satisfied that the remainder are qualified to enter upon the course. Great care should be exercised in starting an Advanced Tutorial class, especially with regard to the qualifications of the students. Added students in a Three-year Tutorial class, or students who have failed to qualify in each year of the course, are not eligible to be included in the two-thirds mentioned above.

The course must extend over not less than twenty-four weeks, and not less than twelve hours of instruction must be given by the tutor to the class as a whole. The number of students must not be less than nine or more than twenty-four, and the roll must be closed at the end of the fourth meeting. At least two-thirds of the students must satisfy the requirements in attend-

ance and written work in order that full grant may be earned.

An Advanced Tutorial class, unlike a Fourth-year class, provides an opportunity for bringing together in one group students who have completed three-year courses under different tutors, either in the same subject or in cognate subjects. This pooling of experience for the purpose of advanced study is to be encouraged, wherever possible, although it is usually only practicable in large urban centres.

(d) *University Extension Courses*.—University Extension courses are of two types. The older type of course provides for a comparatively large audience of listeners and a smaller class consisting of those members of the audience who are prepared to do the requisite amount of reading and to submit paper work. It differs from the ordinary class in that emphasis is placed upon the lecture, which usually occupies the first half of the meeting, and is followed by the class. Before 1924 these courses were not aided by the Board of Education, and they were largely self-supporting, since a substantial income was derived from the fees paid by a large number of members. Local Education Authorities sometimes made grants in aid. It was difficult, however, to provide these courses in smaller centres; and the need to attract a large audience tended to create a bias in favour of "popular" subjects.

University Extension courses were recognised by the Board under the Adult Education Regulations in 1924. Although the new regula-

tions contemplated the established type of Extension course, the possibility of obtaining grant has encouraged the formation of University Extension courses of a rather different character. There is not the same need to attract a large audience; and in many of the smaller centres it would not be possible. In many cases, therefore, of University Extension courses under the Adult Education Regulations, the class and the audience are identical. There is little difference between this type of course and the ordinary adult class of the One-year or Terminal type, although it is possible to provide highly qualified University tutors and to aim at a higher standard of work.

In order to secure recognition under the Regulations, a University Extension course must consist of not less than ten and not more than twenty-four meetings of not less than one and a half hours' duration each. These meetings are divided into lecture periods and class periods. Only those students who are prepared to attend for whole meetings and to do written work may be entered on the roll, which must be closed not later than the end of the third meeting and must contain not more than thirty-two names. In the case of University Extension courses, the minimum qualifying standard is twelve students, whatever the number on the roll.

In special circumstances,¹ short courses of less than ten but not less than six meetings may be recognised by the Board. In these, the roll must

¹ See Appendix A (2)

be closed at the end of the second meeting. The minimum qualifying standard is the same as for longer Extension courses.



REQUIREMENTS OR ARRANGEMENTS AFFECTING ALL
TYPES OF CLASSES

Where the conditions of employment make it desirable, meetings of all courses, except University Extension courses and Short Terminal courses, may be duplicated, and the attendances of individual students may be registered at either, but not both, of each pair of meetings. This regulation makes it possible for students working on the shift system, when the time at which they are working varies from week to week, to attend regularly. If arrangements are made in advance for duplication of the meetings of a class, it may be recognised as a "Shift class", in which case, subject to the minimum qualifying standard, double the amount of grant is paid by the Board, and the tutor is paid a double fee. The numbers required to make a successful Shift class must, of course, be considerably larger than those of an ordinary class. The maximum numbers allowed by the Board are forty-eight for One-year and Preparatory Tutorial classes, and thirty-six for Tutorial and Advanced Tutorial classes. There is no limit to the numbers admitted to Terminal courses. In order to earn full grant, the minimum number of students fulfilling the requirements of the regulations in Shift classes must be

as follows: One-year and Preparatory classes, twenty-four, or two-thirds of the total number of students on the roll (whichever is the higher); in Tutorial classes, twenty-four, or two-thirds of the total number on the roll for the first year; eighteen, or half the total number on the roll for the second year; and twelve, or one-third of the total number on the roll for the third and subsequent years.

An official register, supplied by the Board of Education, is provided for each class recognised under the Adult Education Regulations. A temporary register, supplied by the Responsible Body, is usually kept until the roll of students is finally settled. It is important that the instructions for registration should be read by the tutor, and that the register should be carefully kept, since it is regarded as a voucher against which grant is paid at the end of the session. The register must be closed at each meeting not later than ten minutes after the official time of commencement, and students arriving after that time are marked absent. Similarly, attendances of students who leave more than ten minutes before the end of the class meeting must be cancelled. It will be seen that punctuality is essential, and the tutor will be wise to secure the co-operation of students in this from the beginning. The tutor is required to initial the attendances each evening in order to certify their accuracy.

The roll of students must be prepared by the tutor before the second, third, fourth or sixth

meeting, according to the type of class.¹ It is important that the names should be entered accurately, and that none should be included unless the tutor is satisfied that the student concerned is likely to fulfil his obligations. The list of names in the official register should correspond exactly with the roll as submitted to the Board of Education. The importance of the roll of students will be apparent when it is realised that the grant is calculated on the performance of those students whose names are submitted in this way, whether they attend subsequently or not.

The official register also provides a column for the initials of the tutor to be placed, at the end of the session, against the name of each student who has done the required written work. In this, again, the tutor will be wise to place frankly before the students their obligations, since it is much easier to make a good start in this respect than to overcome slackness half-way through the session. At the end of the class session the register must be completed and forwarded immediately to the secretary of the Responsible Body.

From time to time throughout the session, the tutor will be required to submit certain particulars to the Responsible Body, and it will save both himself and those with whom he has to work a great deal of trouble if he ascertains the requirements and is punctual in the discharge of this necessary duty. The tutor who is keen

¹ See above, under each type of class.

on the work of the class may be impatient of what he regards as "red tape"; but he will find that this is reduced to a minimum, and that the administrative requirements to which he has to conform are made not only in the interests of the authorities which provide grants for the courses, but also in the best interests of efficiency and high standards of work.

SHORT COURSES AND STUDY CIRCLES

In addition to the courses described above, most of which are recognised under the Adult Education Regulations, there is a considerable number of less formal groups which meet regularly, either under voluntary teachers, or as discussion groups or study circles meeting under the direction of group leaders. These less formal groups are useful in small centres, where it is not possible to obtain a sufficient number of students to justify recognition under the Regulations; or they may be organised even in the larger centres to meet the needs of students who desire to study a less familiar subject, for which there is not sufficient demand to justify a formal class.

Short courses of this type may also be arranged, especially in rural centres, under the direction of tutor organisers appointed under Article 11 of the Adult Education Regulations.¹

In connection with the Workers' Educational Association alone, in the session 1931-32, there

¹ See Appendix A (1).

were 237 short courses and 56 study circles, providing for 6063 students. Similar groups are also frequently arranged in connection with the Young Men's Christian Association, Young Women's Christian Association and other bodies.

Wireless listening groups, organised to receive and discuss the B.B.C. educational talks, may be included under this head. The number of such groups increased from 263 in 1928 to 1350 in 1933.

These less formal groups provide an opportunity for useful voluntary service in adult education on the part of those who act as tutors or group leaders. They serve a most valuable purpose, in meeting needs which cannot be met in any other manner, and in preparing the way for more advanced work.

THE SUBJECTS STUDIED IN ADULT CLASSES

In considering the subjects of study which have been usual in adult classes, it is necessary to distinguish between groups of the type organised by the Workers' Educational Association, and those which are formed under the auspices of the older University Extension Movement. There are also noticeable differences between urban classes as a whole, and those which, more recently, have developed in rural areas.

The earliest interest of classes organised under the Workers' Educational Association was in economic and political subjects. For a long time

this interest dominated the movement, and other subjects were very poorly represented. Since the War, however, interest in Literature and Drama has been increasing steadily, until, in the session 1931-32, classes and courses in Literature and Drama exceeded in number those in any other single subject. The statistics of the groups of subjects representing these different interests may be summarised as follows:¹

Economics	469
Economic and Industrial History	149
Political and Social Science (including International Relations)	151
Local and Central Government	58
	<hr/>
	827
Literature and Drama	576
Music (largely Musical Appreciation)	151
Art	28
Elocution, Dramatic Art and Public Speaking	99
	<hr/>
	854

Outside these two main groups, the variety of subjects has been increasing during the post-War years. General History (as distinct from Economic History) is rather inadequately represented with 170 classes. Interest in philosophical subjects has been growing, and this group is now one of the largest with 137 classes in

¹ Abstracted from the Twenty-ninth Annual Report of the Workers' Educational Association, referring to the session 1931-1932

Philosophy, Social Philosophy, Ethics and Religion, and 212 classes in Psychology.

In spite of the great strides made in scientific knowledge during the past decade, the growth of classes in scientific subjects has been slow and the number is still disproportionately small. The total under this head in 1931-32 was 152 courses. This is not due to any lack of interest in science, but rather to the difficulties inherent in the teaching of science to adult students. Owing to their lack of mathematical knowledge, it is not easy to provide classes in Physics or Chemistry which will conform to the standards laid down in the Adult Education Regulations. Moreover, extreme specialisation in scientific studies makes it difficult to devise courses which will correspond to the essentially humane interests of the majority of adult students; and it is difficult also to find tutors who are capable of presenting their subjects in a way which will appeal to those interests. It is for these reasons that the majority of existing classes in science are devoted to the study of Biology and kindred subjects. In spite of the difficulties, there is undoubted scope for a large increase in the number of classes and courses in scientific subjects, and there is evidence that the need for developing this side of the work is more fully recognised than ever before, both by those who are concerned in the organisation of adult education, and by the leaders of science in the country.

The subjects already mentioned do not, of course, exhaust the total list, but they are by

far the most important. Other subjects include Geography, Anthropology, Hygiene and Languages.¹

In the older type of University Extension course, the predominant interest is in Literature and Art and in historical subjects, economic and political studies are not very strongly represented. The interest in scientific subjects, which characterised the University Extension Movement in the early days, has not been maintained, and in this branch of the work also, science is now poorly represented.

The chief difference between rural and urban classes, from the point of view of the subjects studied, lies in the comparatively slight demand in the former for Economics and kindred subjects. The chief preferences at present are for Drama, Local History, Music, and Science in the Home. The majority of rural courses are, of course, at a more elementary stage than those in urban centres. They are chiefly of the Terminal-course type, and the longer courses involving written work are still comparatively rare outside the towns.

¹ For certain provisos in the case of classes in Languages, Elocution, etc., organised under the Adult Education Regulations, see Appendix A (2).

CHAPTER VII,

METHODS OF TEACHING

THE GENERAL PROBLEM

ONE of the attractive features of work in adult education lies in the fact that so much of it is new educational territory. The pioneering spirit is still strong in the movement, and a wide field for experiments in method is open to the tutor who sees in the problems which his classes present a challenge to his professional acumen and skill. Compared with other branches of education, the dead hand of tradition is little felt. The technique of the adult class has not become standardised, and each fresh branch of learning which is taken up demands, to some extent, a technique of its own. The traditional methods of the schoolroom or lecture theatre cannot with success be applied wholesale to adult teaching, which is neither glorified school work nor debased University work. Therefore any guidance in methods of teaching which can be given must of necessity be very general in its nature, and suggestive rather than dogmatic. Many of the most interesting problems of method are those inherent in the teaching of special subjects, and such problems must be ignored in a chapter such as this. On the other

hand, there are certain questions of method which are common to all adult teaching, and certain principles that are generally applicable to work of all types, and it is with these that the present chapter deals.

Adult education presents certain individual features which mark it off from other branches of education, and many of these have an important bearing on teaching methods. It is one of the few remaining strongholds of liberal (*i.e.* disinterested) education. In almost every other sphere, the vocational motive plays a prominent part, even in the study of the humanities in the Universities. In adult education the tutor is free to foster and promote the pursuit of knowledge by his students for its own sake. The criteria of the value of his work are not to be found in external standards. His skill is not evaluated according to the list of his examination successes. Complete trust is placed in the tutor's intellectual and professional integrity, and this greater freedom means greater responsibility. He does not work to an imposed syllabus; therefore the problem of syllabus construction is a highly important one. He enjoys comparative freedom from restrictive regulations, those under which he works being, in the main, concerned with administrative details, and not with the content of courses or the methods of teaching adopted. The tutor is given a long rope, and it rests with him to see that he does not hang himself.

One of the most marked characteristics of

adult education is the heterogeneity both of classes and the members of classes. Whilst, in secondary school work, a Fourth Form in one school is much like a Fourth Form in another, except for some variation in ability and temper, two Tutorial classes in the same subject in the same city may present the widest divergence in intellectual background, approach to the subject, attitude to the tutor and standards of work. Similarly, within one adult education class, the students may present the widest range of intelligence and experience, combined with great variation in their motives for study and their temperamental reactions to the work of the class.

This heterogeneity adds greatly to the complexity of problems of teaching method. The schoolmaster suffers from it in some measure, but the tutor in adult education to a much greater degree. It means that any "mass-production" methods in adult education must fail. A familiar commendation of a schoolmaster is that he is a "good class teacher", which means that he is pretty successful in driving a group of pupils along an educational path in a body, and whips the laggards up well, even though it involves comparative neglect of the leaders. The successful tutor will never be a "good class teacher" in this sense. Although the adult class as a corporate unit has an important educational significance, his main concern is with the development of individual minds and individual personalities. Nevertheless, he has to deal with the class as a unit to some extent, as when he is

lecturing to them, and it is of vital importance that he should work out the "common denominator" of the group in experience and in interest. Unless he can do so, he will find the group failing to respond to his efforts at collective teaching. The more homogeneous the group, the more successful should his collective teaching be. The greater the divergence amongst members of the class, the less successful will the lecture be as an instrument, and the more will he be driven to adopt an individual, as opposed to a collective, approach.

Adult students vary greatly in their experience of formal education. In a class composed mainly of "working-class" students, the great majority will have had no school experience beyond the elementary stage; but in this connection the age of the student is of great importance. The younger students, brought up under the more enlightened methods of the modern elementary schools, will be found to exhibit a greater facility in written expression and in the use of books than their older fellows, who suffered under the bad old system of "payments by results". But in almost every class, particularly in the early stages, the tutor will find it necessary to devote a good deal of effort to acquainting his students with the technique of study. It will be incumbent on him to guide them in the right use of books, in the use and abuse of note-making and note-taking, and, perhaps most difficult of all, in written expression.

Whether the tutor makes great or little use of collective teaching, the individual approach is of fundamental importance in all branches of adult education. The modern tendency in all forms of education is to stress the necessity of developing the individual as an individual, not merely as a fraction of an educational group. The centre of gravity is placed in the living, active pupil rather than in the subject taught, and this attitude clearly implies that the teacher must seek to know his individual pupils as closely as he knows the subjects he professes to teach. No teaching, by whatever method, can be regarded as successful unless it is accompanied by individual effort and achievement on the part of the pupils. The worst possible type of adult class is one whose meeting consists of a "performance" by the tutor, accompanied by an admiring passivity on the part of the class.

It follows then that the tutor should set about getting to know his students as intimately as possible—the details of their occupations, their interests and hobbies, the political and religious opinions which form the background of their thinking, their home conditions, their ambitions. This is a task demanding tact of a very high order, for the tutor will find himself coming up against unsuspected sensitivities. An example may perhaps be interesting. The writer had been dealing in class with mediaeval drama, and discussion had turned to the survivals of traditional plays in some parts of the country. The

next day a letter arrived from one of the students enclosing a very interesting local form of the "St. George and Dragon" play, accompanied by an urgent request that no reference should be made in class to his contribution. The request was strictly observed, and to this day the writer is in utter ignorance of the motive for concealment. The tone of the student's letter showed that he regarded it as vitally important that his secret should be kept.

The success of an adult class depends to a large extent upon the establishment of confidence between tutor and students. The most common difficulties that face the tutor are an exaggerated "class consciousness", and, to use the convenient jargon of psycho-analysis, the "inferiority complex" which may arise from the students' acute realisation of their lack of formal education in the past. This latter may manifest itself in an unwarranted respect for the learning and opinions of the tutor, or in a somewhat dogmatic self-assertiveness on the part of the students which the inexperienced or unsympathetic tutor will find highly irritating. It is only by knowing the students intimately and coming to understand their point of view that the tutor can establish that *rapprochement* with his class which is essential to success. In class discussion with a fresh group, he should be always on the watch for clues to the idiosyncrasies of his students, and in this way he will learn much. Conversation before and after the actual class meeting may be turned to good account, if the

tutor makes use of his opportunities systematically yet unobtrusively. Extra-class activities afford excellent opportunities for the tutor to learn more about his students, and to break down those barriers of reserve which may prove a serious hindrance to his work. Often a tutor will be invited to visit the homes of his students, or their places of occupation, and the time and trouble involved in these visits is well spent. In such ways the tutor will come to see in his class, not simply an undifferentiated audience, but a group of individual human beings with peculiar backgrounds of experience, varied abilities, both general and special, and differing aims and aspirations.

THE SYLLABUS

In an adult class it is the function of the tutor to introduce his students to some particular branch of human knowledge, and in order that the work shall be systematic, a plan of campaign in the form of a syllabus is necessary. But it should be clearly realised that a syllabus is a means and not an end in itself. If it is not a help, it may be a very severe hindrance. It must be vital, and not a piece of dead systematisation imposed upon the class by authority, therefore a syllabus should be prepared in consultation with the students and should develop as the work of the class proceeds. At the outset of a course it should give students an idea of the sort of work to be tackled and the general line of

attack, but it should not be too cut-and-dried, and it should leave room for elasticity in the treatment of the subject. In most cases it is very undesirable to allocate special topics to particular meetings throughout the course, since, if the scheme is observed strictly, the natural development of the work of the class may become cramped and confined. In the early stages the tutor will probably need to exercise his powers of direction to a great extent; but in the later years of a group's activity, especially in the case of a Tutorial class, the construction of the syllabus should be a co-operative effort, even though the advice of the tutor, by reason of his wider and more systematic knowledge, must always exercise a strong influence.

The tutor may be strongly tempted to draw up a syllabus which appears to him logically and formally perfect, and to impose it upon his class. Such a syllabus usually implies that the tutor is more interested in his subject than in his students. His approach is logical rather than psychological, and his syllabus may fail because the most perfectly logical exposition of a subject may be by no means the best from the pedagogical standpoint. In order to secure interest, it may be desirable to plunge *in medias res*, leaving the logically essential preliminaries to come later. In class work, difficulties solve themselves in time, and interest may be lost, and discouragement fostered, by grappling with them too conscientiously in the early stages. In a piece of closely reasoned exposition, the early

sections are frequently the most difficult, and anyone who has mastered a difficult book knows that it often pays to read right through the book fairly rapidly as a preliminary, even though many points are little understood, since many of the early problems become much easier in the light of what follows.

It is for this reason that the "concentric" method of study has much to commend it. The essence of this method is that, in dealing with a particular piece of work, the syllabus does not simply cover the ground once, but several times. First the whole field is explored in a general way, and then various aspects are isolated for further consideration in the light of the preliminary exploration. To take an example, suppose a Tutorial class were undertaking a Three-year course on Shakespear. The first year might be devoted to gaining an acquaintance with the general body of Shakespear's work in relation to his life and the age in which he lived. The second year might be given to a study of his plays from the point of view of dramatic technique, and the third to a consideration of Shakespearian criticism. This treatment would probably be more successful than to attempt to combine all the modes of approach in each year.

METHODS OF PREPARATION

Careful preparation for each class meeting is an essential for success, particularly for the less experienced tutor. The preparation of the actual

matter of a lecture is only a part of the task, and sometimes by no means the most important. Preparation for discussion and other class work is often more difficult, and aimlessness in these matters may be more conducive to failure than a stumbling lecture. In many ways verbal exposition is the easiest part of the tutor's work, and it is surprising to find how many tutors consider that they have done their duty in preparation for a class meeting when they have "learnt their piece."

In preparing a lecture or other form of exposition, it is important always to have the students in mind, and the distinction between the logical and the psychological approach made in connection with the syllabus is equally applicable here. In preparing his lecture the tutor is not primarily concerned with the subject as such, but with the subject as it will appeal to the students. His whole plan should be dominated by pedagogical considerations.

Just as there is no one best form of lecture, so there is no one model for lecture notes. Some gifted lecturers can teach without written notes, although, in such cases, the lecturer generally works by the light of a clear mental scheme, but for more pedestrian folk the writing and using of notes is a great assistance. There is a good deal to be said for the plan of writing lecture notes and then deliberately leaving them behind, as it is fatal for the tutor to lecture with his attention focused on a script. Some good lecturing is done by tutors who read their lectures

verbatim, but this procedure is nearly always a definite hindrance to good class work, although the lectures themselves may be formally more perfect than those given in a more extempore manner.

Notes are chiefly valuable as giving shape and articulation to a lecture, and the most generally useful form is the schematic, the notes consisting of little more than headings and sub-headings indicating the general plan to be followed. There is something to be said for the formal "firstly, secondly" of the traditional sermon, since by this means the speaker clearly indicates to his hearers the stages of his argument. Where the tutor is concerned with a piece of closely argued exposition, it is often helpful to the students if he writes on the blackboard a skeleton outline of headings and sub-headings before the lecture, so that they may be aware of the trend of the argument, and able to follow its development stage by stage.

The less actual matter introduced into lecture notes the better, as few lecturers can make successful use of voluminous notes, unless they read their lectures verbatim, and prestige may be lost in the eyes of the students, who may feel that the tutor does not really know what he is talking about. On the other hand, where exactness of detail is necessary, as in the case of statistics, full notes are essential. Illustrative examples and anecdotes should be carefully prepared and briefly noted. The part of a lecture most commonly remembered is the illustrations,

and it is important that they should be well chosen and should come "pat". It is generally true that the orator whose stories seem both spontaneous and apposite is the man who has prepared them most carefully. In the same way, apparatus, specimens, pictures, and other paraphernalia of class work, should be prepared as carefully as the lecture itself.

Like the syllabus, lecture notes are a means and not an end in themselves, and the tutor must not tie himself down to them too rigidly. The good tutor, like the good orator, should be studying his audience all the time, and modifying his procedure accordingly. He may realise, for example, that the students are not following his argument, because he has assumed a certain background that they do not possess, and he will have to change his tactics completely on the spur of the moment. On the other hand, he must not allow casual interruptions on the part of students to deflect the main course of his exposition, unless he feels that the digression will be profitable to the class as a whole. Many adult students are highly accomplished in the art of trailing the red herring.

The lecture or exposition should be prepared with a view to later discussion. There are occasions when it is desirable to make the lecture provocative rather than merely sound and dull, and, with a good critical class, it is often a good plan deliberately to leave problems unsolved for the students to exercise their wits upon later. It may be profitable explicitly to indicate, during

the lecture, points which should form the basis of subsequent discussion.

THE LECTURE VERSUS THE TUTORIAL METHOD

A good deal of controversy is heard as to the relative merits of the lecture and the strictly tutorial method. There is a tendency to-day to decry the lecture as a form of educational technique. Its ingredients are contemptuously referred to as "chalk and talk", and it is maintained that the lecture method demands little effort or activity on the part of the students. Nevertheless the lecture continues in practice to occupy a prominent place in the technique of adult education, and it may be well briefly to consider the relative merits of the two methods.

The lecture is essentially a sociable activity, even though the lecturer may be the only person overtly active. All members of the class are enjoying, or suffering, the same experience, and therefore the lecture may be an excellent introduction to general group discussion. This is particularly important in subjects such as Literature where emotional as well as intellectual elements play an important part, since group attention is a distinct emotional stimulus, both to the audience and to the speaker.

The lecture is an invaluable means of giving an ordered presentation of information or a systematic development of argument. It is often said that, for the purpose of conveying information, the lecture is an archaic survival, since

books are available. There is a good deal of truth in this contention, but it implies that the requisite books are available in sufficient numbers, and that the students are capable of using them aright. Many students, especially in the early stages, react more happily and successfully to the spoken word than to the printed page, personal contact with the lecturer and the rest of the class acting as a valuable stimulus. In a subject where the mass of available information is very great, the lecture may play a most important part in unifying the material and keeping the thread of the argument clear. Some tutors have a greater aptitude for lecturing than for tutorial work, and a competent lecturer is by no means merely an animated textbook.

There are, however, certain dangers in the lecture method, and it is a realisation of these that has led to considerable suspicion of the lecture in connection with adult education. Unless care is taken, it may mean that most of the effort in the class is put forth by the tutor, the students adopting a passive and merely receptive attitude. A taste may be cultivated in the students for "potted" knowledge and "predigested" argument. Moreover, the method is not without its danger for the tutor, in that it panders to his love of showing off, so that he comes to confuse successful individual performance on his part with satisfactory class work.

The tutorial method must always have a large place in adult education, and with good experienced classes, it may, with success, be made

the staple technique. It is, however, a technique which makes the highest demands on the tutor's skill and knowledge. Individual tuition must be closely linked up with reading and written work, and it is not easy for the tutor to keep pace with the needs of a group of persons each pursuing his own line of study, albeit within the general lines laid down by the syllabus. If the method is adopted too exclusively, there may be a diminution of that corporate feeling which is a valuable characteristic of the best adult classes, whilst, at the same time, there may be as much idling and inertia on the part of students as with the lecture method.

When the tutorial method is adopted, the class must be constantly pulled together by bringing the contributions of individual students into the common stock, by means of organised class discussions, in which different students may be invited to take a leading part. In the elucidation of particular problems, the socratic method may be usefully employed. The required analysis may be built up, step by step, by the whole class, under the skilful questioning of the tutor, and the results tabulated on the blackboard.

The way in which individual work can be correlated with the general course may be made clearer if concrete examples are considered. In almost every class it will be found that, while all the students are held together by a common interest in the general topic for study, the nature of the interest will vary as between one in-

dividual member and another, and it is by utilising the method of individual study that these particular interests are catered for and rendered of service to the work of the group as a whole. Thus, in a class studying Shakespeare, one student may be interested particularly in his dramatic technique; another may be concerned to try and work out Shakespeare's "philosophy of life" (such students may be a sad thorn in the flesh of the literary tutor!), others may be interested in the historical value of the plays, in Shakespeare's humour, in his women characters, in the sheer poetical value of his verse, and so forth. The work of the class can be so organised that, while the class as a whole works steadily at a common syllabus, individual members are given plenty of opportunity for "specialist" study along the lines of their own interests, and are invited to make their own special contributions to the general class discussions.

Similarly, in a class engaged upon the study of Social History, it will be found that not all the students are equally interested in every aspect of so wide a subject. With good and experienced students, it is possible to make the general class work a kind of framework for individual study. For instance, with a class studying the nineteenth century, the tutor might make his treatment a general chronological outline, whilst individual students were expected to fill in the outline by giving regular papers on such special subjects as the social

position of women, amenities of towns, sport, education and as many others as the students might select or the tutor devise. Naturally it is not to be expected that all the students of a class will conveniently manifest special interests which can be happily co-ordinated with the work of the class as a whole, and it is only fair to say that it is much easier to draw up such schemes on paper than to put them into practical operation. The tutor will generally have to exercise his powers of tactful suggestion, and his success in securing the interest of students in special topics will depend, not only on his thorough acquaintance with the subject, but also on his knowledge of his students. For this reason it is difficult to use the method of individual study with a strange class.

Generally speaking, the organisation of the class into small study groups is more fruitful than completely individual work. Such groups can be set to work on "projects" or assignments, which will involve some division of labour within the groups, whilst the element of co-operative work is preserved. Such a project may be the investigation of some particular problem in connection with the course, the collection of certain data with a view to a report to the class as a whole, or, in fact, any activity which is both purposive and relevant to the general scope of the course. In this way, class meetings may become a series of seminars, a particular group being made responsible for each meeting. Such a method does not mean that the tutor has an easy time,

as both his knowledge and his powers of direction and inspiration are challenged at every turn. It is probable, also, that he will still feel the necessity to deliver a certain number of more or less formal lectures, in order to unify the work of the various groups.

Whatever the general method adopted, it is essential to preserve elasticity. A rigid division of the class period into lecture and "discussion" should be avoided. It is often helpful to break off and invite the opinion of the class on points raised in the lecture. The tutor should remember that his voice is frequently heard, even during the discussion which follows the lecture, and he should guard against the tendency, often characteristic of the keenest tutors, to occupy too much of the time himself.

THE CLASS DISCUSSION

Class discussion is obviously of great importance. It is in the period devoted to discussion that the student first expresses himself, and it is only through expression that he can make ideas really his own. The thrill which the shy beginner experiences when he makes his first small contribution, if that contribution is wisely handled by the tutor, may provide the encouragement to real ultimate achievement. For the tutor, however, the art of leading and handling discussion is one of the greatest difficulty. The young tutor will have had many demonstrations at school and at the University of how and how not to

lecture; but group discussion in any full sense will have been rarely used, and the tutor has to discover for himself how best to utilise this method in the adult class.

It has been said that an adult class consists not of one tutor and twenty students, but of twenty-one tutors and twenty-one students. It must be remembered that in many subjects the students can make a definite contribution from their own experience of life, and that in this they may have the advantage over the tutor himself. Class discussion is, therefore, essentially a co-operative enterprise. The questioning of the tutor by individual students has a place in the tutorial method, but it is not class discussion. Nor is discussion a series of isolated speeches by individual students on different topics, with a short speech by the tutor interlarded between each, so that the whole resembles a sandwich of several layers with the wholesome bread of the tutor's wisdom interspersed. A good discussion resembles rather a beautifully woven fabric of clear design, in the making of which the tutor may arrange the different strands, rather than provide them himself. In one sense, the less he himself contributes to the discussion the better, it is much better for others to expose illogical reasoning or errors of fact. But that does not mean that the tutor can sit back and take things easily. It is for him to control the discussion and to ensure that one topic only is discussed at a time, to emphasise what is relevant and important in a particular contribution, so that the

irrelevant and confused is forgotten, to draw out the diffident student by a judicious question bearing on his own special experience, to suppress tactfully the bore or the man with a single solution for all problems, and finally, to summarise clearly and succinctly the general conclusions to which the discussion seems to point. Such a task demands the clearest mind, the most delicate tact and sympathy, and the most skilful team management.

READING

You may lead the proverbial horse to the water, and in like manner you may lead your students to the book-box, you may induce them to take books away with them; but you cannot force them to read. Yet reading is an essential part of the work of an adult class, and the tutor must do all in his power to induce his students to follow up the class meetings with adequate reading, both along the main lines of the course, and by way of supplementary study on the part of individuals or groups. For reading of the first type, it is found useful in some courses to adopt a class textbook, a copy of which each student is expected to possess, although there are some tutors who regard this as a dangerous mode of procedure, leading the students to read "little and nasty books" instead of the larger standard works. Certainly it is essential to have the latter, with a number of duplicate copies if possible. In addition to those books concerned with

the main body of the course, a collection of books dealing with subsidiary aspects of the subject is necessary, so that the second, more adventurous, type of reading may go on

For reading to be significant, it must be purposive rather than desultory, and it is in this connection that the "project" method of individual or group work is particularly useful, as the reading is undertaken with a definite aim in view. With a class in its early stages, however, a good deal of simple and explicit guidance in the use of books may be necessary. It is fatal to be too ambitious at the outset, and students should gain some familiarity with the use of easy books before tackling the more difficult. It must be remembered, however, that "easy" books are not necessarily small books, or books that are "written down" to what is presumed to be the students' level. For instance, William James's *Principles of Psychology* in two big volumes is easier for students to read than a great many supposedly "popular" outlines of Psychology, provided the tutor indicates what should be read and what should be left out by the beginner.

The tutor's exposition of his subject should include numerous "guide-posts" to the students' reading. If a formal class syllabus is published, it should indicate the relevant books for each section of the course, with some indication of their scope and difficulty. It should be made clear to the students that it is often unprofitable to wade through every book taken out for reading, and that it is often more useful to read

which they themselves collect—geographical, historical, literary and so forth. The writer obtained some very good work from students of a Psychology class who were invited to make a collection of advertisements from newspapers and magazines, and attempt to analyse briefly the suggestive force of each. Of a more ambitious kind is the preparation of papers for seminar work, to be read to, and discussed by, the class as a whole. In classes studying Economics, Geography and scientific subjects, the construction and interpretation of diagrams forms a useful variant from ordinary written exercises, and in Science classes the students may be encouraged to carry out simple experiments at home and produce written notes on them. Whatever form the written work may take, the one essential for success is that it should be purposive, in one way or another, and not just a formal exercise.

If this purposive element is preserved, there will be little need for formal "correction" of written work. Students are mostly very much alive to their shortcomings in the matter of written expression, and the sort of criticism that would be in place in a school or University class may prove disastrous in an adult group. In many cases it is not desirable to "mark" written work, in the sense in which that term is generally understood. Some students may feel flattered by the tutor's red-ink decorations on their work, but more often resentment is aroused. Except in certain subjects, style and spelling

are of minor importance. Arrangement and logical presentation should be stressed much more strongly, together with the actual content of the written work. Sincerity and originality of thought should be particularly fostered.

Where possible, the students should feel that they are writing for the benefit of the class, and not merely for the scrutiny of the tutor. For this reason, students should be encouraged to read their productions aloud to the class, with the obvious necessity of safeguards against irrelevance and boredom. The tutor will find that, in many cases, he will form a much better impression of the piece of work when the student reads it, as he is not blinded to its qualities by superficial defects such as bad writing, original spelling, or faulty grammar, which do not manifest themselves in oral reproduction. He must use tact in making individual written work the basis of class discussion, and in making his own comments on the students' work to the class as a whole. This should never be done without the consent of the student concerned. Above all, the tutor must remember the handicaps under which most of his students produce written work, and bear in mind that some meed of praise from the tutor may be a great stimulus to further effort.

AIDS TO TEACHING

It must be remembered that the majority of students in adult classes have previously drawn their ideas from their actual experience of life

around them—from things and events rather than from the printed word. They are not accustomed to generalisations, and abstract terms and ideas present difficulties which it is not easy for the University-trained mind to appreciate. In the earlier stages at least, the teaching in adult classes should, therefore, be based largely on concrete facts and illustrations. The example of an everyday incident in the life of the student, a reference to a piece of news taken from a daily newspaper usually read by members of the group, or the reading of a short extract from a play or a novel of an author whose qualities are to be discussed, can frequently be made the starting-point for abstract discussion of a serious nature. But to begin with the generalisation in abstract terms may lead many of the students to think that the idea has no connection with reality as they know it, and they may fail to grasp it or to appreciate its significance.

These considerations suggest the importance of illustrative material in adult classes, especially in the more elementary courses. Investigations such as those which Dr. Burt and Professor Spearman have made, by means of experiments with the cinematograph film, seem to show that a fairly large majority can learn more easily through the eye than through the ear, and that impressions gained in the former manner are more detailed and more lasting.¹ In certain

¹ Vide *The Cinema in Education*, ed. Sir J. Marchant (Allen & Unwin).

subjects the need for illustration is self-evident, and the materials are readily available. For example, in classes dealing with the Science of Everyday Life, demonstrations play a prominent part, and, where the conditions are suitable, the students may be able to carry out a certain amount of practical work themselves. The same is true of classes in Biology, Geology and other scientific subjects. Even in other subjects, however, which lend themselves less readily to illustration, there is scope for the use of maps, charts, diagrams and pictures as an aid to teaching. This is true especially of subjects such as Geography, History and Economics, but pictorial illustration may also be effective in the study of Literature, and especially, of course, in the study of Drama.

In the preparation of these illustrations, minute accuracy of detail is not always necessary. Charts and diagrams can often be easily and rapidly made by the tutor, and their preparation is also a useful exercise for a small group of students. The rough blackboard sketch is frequently all that is necessary, and it is worth while for the young tutor to spend a good deal of time acquiring efficiency in blackboard illustration. Where greater detail or greater accuracy is required, the film-slide and portable projector form a convenient means of showing a number of illustrations, and slides can be made cheaply to the tutor's own requirements. Certain standard illustrations, and graphs and charts of commonly used statistics, will be of use to a

number of tutors, and the Association of Tutors in Adult Education has, therefore, prepared in film-slide form sets of illustrations likely to be in general demand. Where an epidiascope is available, it can be most usefully employed. Unfortunately, this instrument is not very portable.

Experiments have been made, in one or two centres, in the use of the cinematograph for the illustration of educational lectures. The difficulty of transporting the standard type of apparatus has hitherto limited its use, and the scarcity of suitable films is a further obstacle. Nevertheless, with the development of more portable forms of apparatus, and the building up of collections of suitable films, the cinematograph may in the future come to play an important part in some branches of adult education.

Apart from visual aids, there are other important means of illustration. In the teaching of the appreciation of music, gramophone records are a useful adjunct to pianoforte and other illustrations, and it is probable that more use might also be made of the gramophone in the teaching of certain branches of language and literature, for example, by means of records of verse-speaking or dialect.

✓ Broadcasting may become an important ally of the adult class teacher. Reference is made elsewhere to the use of broadcasting as a means of stimulating new interest in adult education.¹ But it is not only as a pioneer force that broad-

¹ See *ante*, p 84

casting is of value. The treatment by experts of current problems in international or economic affairs, for instance, will provide for the regular student a useful supplement to his general reading, and may supply him with material which he cannot easily obtain from books. The good tutor will make a judicious use of the wireless broadcast programme.

It is perhaps hardly necessary, in conclusion, to warn the adult class tutor against over-reliance upon illustration, which should always be an adjunct to teaching and discussion, not a substitute for either. Teaching involves much more than the mere imparting of information, and nothing can take the place of the creative interchange of ideas which is the essence of adult education.

CHAPTER VIII

THE SUPPLY OF BOOKS TO ADULT CLASSES

THE GROWTH OF THE SYSTEM OF SUPPLY

ADULT education, in the words of the Regulations of the Board of Education, is concerned with "the liberal education of adults". There are no short cuts to a liberal education, and the most skilful teaching alone will not enable the student to reach the desired goal. Even under the best conditions, the time available for actual instruction in adult classes is severely limited, the teacher cannot give to his students all, or even a considerable part, of what they need in new knowledge; and it would not be a good thing if he could. As we have seen, adult education can only be successful if it induces independent and continuous activity on the part of the students themselves, and thus leads to the formation of new habits of intellectual effort and assimilation. For this end to be achieved, the first essential condition is that students should have constant access to the necessary books. In most subjects this condition can now be fulfilled. From the elementary group requiring a number of small, simple textbooks, to the drama class which needs almost as many copies of each single text as there are students, or the advanced

class requiring access to costly monographs and official publications, the needs of adult students can usually be met. There are, of course, weak points in the organisation of the book supply, owing to certain defects which still remain in the library service on which it rests; but considerable progress has been made in recent years, and the majority of classes can now obtain most of the books which they require.

In the early days, the organisation of the book supply to adult classes varied somewhat according to the nature of the organising body which assumed responsibility for their existence. In the case of classes for which the Universities were responsible, a supply of books might be obtained direct from the University Extra-mural library. In the case of classes for which the Workers' Educational Association was wholly responsible, an *ad hoc* collection of books had generally to be made and distributed to the classes as their needs became known. In this way there grew up special Adult Education Libraries, under the control of Extra-mural Departments or Workers' Educational Association Districts as the case might be, consisting of books purchased at different times for adult classes in the area on the recommendation of the tutors in charge.

Most classes, of course, met in urban centres, where a municipal library of some sort existed; but its usefulness was limited, because books could be inspected in and borrowed from the library premises only. The books which the library provided were not often suitable for

adult classes, and only single copies were ordinarily available. Unless it happened to serve a particularly large or enlightened borough, a municipal library gave little encouragement to the tutor or student who went to it for help, while the small outlying libraries were almost wholly useless. Not the least of the services which adult education has performed is the linking up of the urban libraries with the demands of an alert and energetic student body, with cultivated standards of taste and judgment.

It was long, however, before this contact was made effective, and for many years the existing lending libraries did not enter seriously into the calculations of those responsible for supplying books to adult classes. Under these conditions, a high standard of efficiency of book supply could not be expected. In view of the limited means available, *ad hoc* purchase and distribution could never be satisfactory. The number of classes to be supplied and the variety of subjects taught were growing rapidly, and nothing less than free access to a completely equipped students' library was necessary, if the need was to be adequately met. The Adult Education Movement became a representative cross-section of the cultured world, and every important department of non-vocational knowledge was included in its range. How could the organising bodies undertake to supply books on such a scale? Only by making their own collections universal and all-embracing, and this, even if it were desirable, was manifestly impos-

sible. Some small assistance was obtained from the students themselves, who were generally persuaded to buy one or more volumes a year for their own use; and tutors raided the bookshelves of their friends and ransacked their own.

Some virtue there may have been in the old system; a book was, or ought to have been, a treasured thing. But limitation of quantity meant also restriction of choice; and the problem of grading books according to the stage reached by the students concerned could not be solved. Under these conditions, the reading of students must have suffered, only the most persistent and capable student could make the best of a course in which he was constantly handicapped by the difficulty of obtaining books. With the continual growth in the size and variety of the student body whose needs had to be met, some new method was necessary to displace the inadequate and uneconomical system by which a number of different bodies each tried to meet their own separate needs.

The Adult Education Movement was not called upon itself to devise the new method; it came from outside, as a response to a different but not wholly dissimilar stimulus. The need for a complete collection of books comparable in range and quality to that of a first-rate University library had been already felt for a long time by many types of students and teachers, and it was to satisfy this need that the Central Library for Students, now the National Central Library, was formed. In this organisa-

tion was implicit the very principle for which the Adult Education Movement was groping—that of the universal provider, permanent, exhaustive and virtually free.

Among the first and most grateful beneficiaries of the Central Library were the tutors themselves. At last they were enabled to get into touch with the full range of work done in their particular subjects with the minimum of expense and inconvenience. They were not long in introducing the new facilities to individual students, and the relationship between the Adult Education Movement and the Central Library rapidly crystallised into a scheme for the supply of book-boxes to classes, on the recommendation of the tutor, for the complete session.

But the task of supplying all the books required by the large and growing body of students, both in the Adult Education Movement and outside, was beyond the capacity of any single institution. Moreover, from the beginning, the Central Library had set a limit to the service which it performed, by refusing to supply books below the value of six shillings. It deliberately limited its task to the supply of the more expensive type of book, and, since it became itself a borrower from the libraries of Universities and learned bodies, it did not exclude from its range comparatively rare works and material for research. But, by fixing a lower limit of six shillings to its purchases, it left a large and indeed vital section of the supply to be met from other sources. There was room, therefore, for

further initiative in the direction of supplementing the services of the Central Library.

Meanwhile, libraries were being formed in a few county areas, even before the Public Libraries Act of 1919, and, by the end of 1926, the latter was adopted in nearly every county of England and Wales¹ and the present County Libraries scheme came into being. Relations with adult classes sprang up as soon as it was seen that the County Libraries were able and willing to meet their special demands. The problem, on the supply side, of the smaller textbook could now be solved; many of the more expensive books could also be obtained locally; and in a few years it became apparent that, in most districts, the County Library would form the staple source of supply for all but the most expensive and inaccessible books for adult classes in the area which it served. The position of the other libraries became more clearly defined. Their function no longer consisted in the attempt to supply the everyday needs of classes in all subjects and at all stages of progress; that work could in many cases be admirably performed by the County Libraries, on the shelves of which every tutor and many students could personally rummage to find the very books that the class most needed for its winter studies. The Central Library now was seen to fulfil the rôle, as far as adult classes were concerned, of supplementing the supply of the local libraries, while the library of

¹ Cf. Report of Public Libraries Committee, 1927, Cmd. 2868

the organising body, whether a department of a University or the Workers' Educational Association, became a reservoir for meeting demands which could not be satisfied from any other source, for instance in the case of classes outside the scope of County Libraries.

Thus there emerged a logical and well-knit scheme of book-supply calculated to meet, as far as existing material permitted, the needs of most if not all varieties of classes within the areas served by the County Libraries. Owing to the close relations between the Central and the County Libraries, and the additional sources of a specialised nature to which the Central Library itself had access, even the most advanced classes could be served. The acquisition of original material in the shape of Government Reports became possible, and, above all, the luxury of duplicated textbooks of an expensive kind was now seen to be within measurable distance of attainment.

In the larger urban centres, however, certain difficulties presented themselves. The existing Municipal Libraries, even if they had the kind of material required in adult classes, were precluded from following the example of the County Libraries, owing to the impossibility under their rules of long-term borrowing in bulk. Moreover, the relations existing between them and the Central Library were less developed, and it was difficult to use them, as in the case of the County Libraries, for indenting upon the Central Library for additional supplies in bulk to classes.

Certainly, individual borrowers could (not without difficulty at first) secure the assistance of the municipal librarian in borrowing from the Central Library, but for a class to do this was usually more difficult. Although the position has greatly improved in the last year or two, it is still necessary to distinguish between the larger urban centres and those areas that are served by the County Libraries in considering the actual method, now in operation, of supplying classes.

HOW BOOKS ARE OBTAINED

In areas served by the County Libraries the procedure of book-supply begins with the drawing up by the tutor of a list of the requirements of the class, possibly after a personal visit to the County Library. In some cases it may be sent to the librarian direct; in others it goes first to the Secretary of the Responsible Body, who may delete those books that are either unsuitable for purchase by the County Library or can be best supplied from the Adult Education Library or some other source. When the list reaches the County Librarian, he supplies what books he can direct, and borrows the rest from the Central Library. This co-operation between the different sources of supply makes possible not only an adequate and economical provision of books, but also the duplication of particularly useful works.

For classes in urban areas a somewhat

different procedure is necessary. The list of requirements is, of course, sent in by the tutor and examined in the usual way, but since the urban libraries are usually unable to supply books for long periods to the class as a unit, the Responsible Body concerned may find it necessary to supply the class as far as possible from the special Adult Education Library. Additional requisitions are usually made direct to the National Central Library, although in some cases they may go through the Municipal Library. The librarian is asked to play his part by displaying all the suitable books in his possession on a separate shelf, so that they can be easily seen and borrowed by students of the class (if they are ratepayers in the area served by the library) as ordinary borrowers. In exceptional cases, librarians will take certain books (especially duplicates) out of circulation and entrust them to the class librarian for the winter session. This co-operation by urban librarians is a matter of considerable importance, and in order to ensure that it is obtained to the utmost, the librarian is informed of the requirements of the students, and suggestions are usually made for the purchase of books that are likely to be in special demand. It should be added that this effort towards closer co-operation between the Adult Education Movement and Municipal Libraries, with their long-established tradition of service to the reading public, has borne valuable fruit, and the librarians not only of the larger borough libraries, but also of the

smaller outlying urban libraries, can usually be relied upon to assist in the task of supplying the special needs of the local class or classes, and to set apart a proportion of their funds for the purchase of books that will be useful to adult students without being caviare to the general reader. It is impossible to over-emphasise the value of a personal visit by the tutor to the local library, and the furnishing of lists of books required to the local librarian *before the opening of the session*, when he still has money in hand for making purchases.

Besides the normal agencies of supply which have been described, mention should be made of other sources of a subsidiary and more specialised kind. The League of Nations Union is invaluable for the loan of books on International Relations, Imperialism and similar subjects. Books on subjects connected with Economics may be obtained on loan from the Fabian Society. The British Drama League has a valuable collection of sets of plays which may be obtained on loan for classes that are affiliated to it, or are connected with an affiliated body.

THE USE AND RETURN OF BOOKS

It is very important to ensure that the books are fully and economically used by members of classes. Books which remain in the book-box represent so much capital lying idle which might be used by other classes. It is a good plan for the tutor to begin, on the first evening, by

explaining what is in the book-box, indicating the contents and general usefulness of each book in turn. This can be supplemented during the session by mentioning the books which bear upon particular subjects, and by recommending certain books or parts of books to particular students. Direction of the reading of the students is one of the most important duties of the tutor. He should see that the books circulate freely, and that careful records of their use are kept on the cards which usually accompany the books.

A word may be said on the return of books at the end of the session. From the point of view of the librarian at least, the return of books is as important as the borrowing of them. Tutors are not always careful to remember the difficulties which may be caused by delay, still more by the loss of books. The duty of collecting and returning books usually devolves on the class librarian, but that fact by no means exempts the tutor from all responsibility. To secure the prompt recovery of borrowed books from students is not always the simplest of problems, and a word in season from the tutor is helpful. When they belong, as they often do, to several different libraries, the task of sorting them out and returning them to their proper owners is also one which requires supervision by the tutor. He owes it to the libraries, whose services he has utilised during the winter session, to see that facilities for other borrowers shall not be curtailed by failure to instruct the class librarian in his duties and to see that they are carried out.

THE CLASS TEXTBOOK

There remain certain subsidiary questions to be considered. For instance, there is the question of the purchase of class textbooks by the students themselves. To what extent does the class supply itself with its own books? Undoubtedly this practice has diminished in recent years, with the growth of a system of supply that is both adequate and virtually free. The financial responsibility of the class or organising body is confined to the cost of transport and the cost of replacing any missing books. In many, probably the majority, of classes in Economics, History, Psychology and similar subjects, the purchase by the student of a class textbook is now the exception rather than the rule, in classes in English Literature probably the reverse is true. Cheap reprints of English classics, and especially small anthologies and selections of verse or prose, or collections of plays, are within the reach of all but the poorest class members, and the student of literature has the advantage over students of other subjects in that he is asked to buy, not textbooks, but texts. These, unlike the average textbook of anything like the same price, are of permanent value. The subject which lends itself most easily to the purchase of books by students is probably Drama. Collections of popular plays are abundant and frequently cheap; moreover, in this subject, the need for providing a number of texts for class study is so great, that tutors are almost compelled to insist on the purchase by

each student of at least one of the texts to be studied. But even in Literature and Drama classes, students cannot be expected to purchase all the texts required, and the staple source of supply is still the County or Municipal Library, supplemented, perhaps more freely than is the case with other subjects, from the Adult Education Library, which usually has a number of sets of plays that may be circulated for short periods among the classes requiring them.

SOME REMAINING DIFFICULTIES

To sum up, it would appear that the difficult problem of book-supply to adult classes is within measurable distance of being solved, although there are many districts still in which the need is inadequately met. Other difficulties which remain belong not so much to the organisation of supply as to the nature of the goods supplied. It is not the fault of the libraries if the output of the kind of books required by adult classes is insufficient, and it has to be admitted that, in many subjects, perhaps in all, this is still the case. Small textbooks that are both satisfactory and cheap are difficult to find in all subjects. Nevertheless much more can be done to utilise the existing supply of small books. Some tutors are apt to choose the contents of the book-box according to their own, not the students', standard of attainment; they aim less at a book-list than at a bibliography, and are too much inclined to satisfy their own academic consciences rather

than the students' appetite for assimilable information. It is essential to have in the book-box a number of small textbooks covering the whole or part of the course, as well as the larger specialist monographs. The average number of books per class is now sufficiently large to enable the tutor to make some concession to the humbler attainments of his less experienced students.

CHAPTER IX

EXTRA-CLASS ACTIVITIES

ONCE the tutor has grasped the special meaning which the movement has for his students, he will realise that his responsibilities are by no means confined to the weekly meeting of the class. Viewed in one way, activities outside the class may be regarded as a necessary counterpart to the facilities for informal discussion and consultation ordinarily available to the internal student at the University. But their significance goes further. Tutorial class teaching, to be successful, must be something more than competent academic exposition. If the subject of study is to have real meaning, it must be built into the personal background of the student and brought into relation to the experience which has shaped and is shaping his life. Thus it is important that the tutor should learn, by informal contacts, to appreciate the temperament and the relevant circumstances of each student. Moreover, these informal contacts between tutor and students help to promote a spirit of mutual understanding and goodwill in the class as a whole, without which the completion of the common task becomes impossible.

The tutor must make his own opportunities to meet his students outside the class, since ten

minutes or so before the beginning and after the end of the meeting will not be enough to enable him to make personal contacts. As the weeks go on, these informal meetings naturally change their character. Establishing friendly relations is no longer their main business, and the discussion of individual work becomes important. Informal gatherings of the class as a whole, for example, a "social", or a ramble, have their value in this connection, especially as a means of getting into touch with students who, in the more formal atmosphere of the class, are unusually diffident, or difficult to approach.

Collective activity, whether mainly recreative or directly related to the work of the class, should be encouraged. The Tutorial class method is based upon the assumption of a more or less homogeneous group of students working in common sympathy towards the achievement of the same ends. Group meetings, and opportunities for association outside the formal weekly class, will do much to weld the group into a unity and to hold it together between sessions; they will also help to produce tolerance and understanding of conflicting views, and an atmosphere of general friendliness which, apart from every other consideration, will immensely assist the conduct of the class meetings.

In connection with the work of the course, it is often helpful to arrange class visits to factories, municipal undertakings, museums, theatres, etc. These require careful planning beforehand, so that they fall appropriately into the sequence of

the syllabus. Apart from their undoubted educational value, such visits are generally popular with students

In the extent to which extra-class activities of one sort or another are developed, it is necessary, of course, to exercise common sense and tact. The essence of successful informal work of any kind lies in its spontaneity—spontaneity not necessarily in its inception, but certainly in the response of the class to the arrangements made. Functions outside the formal meetings of the class may each serve very different ends, often at the same time, but they must have their definite purposes, and, even when things are to all appearances running smoothly, the tutor will do well to ask himself from time to time how far, in fact, they are achieving their aims. Sometimes, indeed, even harm may be done. Diffident students may feel more “out of it” than ever as the social side of class life is developed; while students who, for any reason, are unable to attend the additional functions arranged, may begin to wonder whether, in joining the class, they have not taken on rather more than they have time for, and become discouraged in consequence. This, of course, is not to be taken as a general recommendation against planning more than a minimum of extra-class activities, but it does point to the need for constant vigilance on the part of the tutor if this important aspect of his work, rich in educational possibilities, is to be completely successful.

So far, what has been said has had reference

to the relation between tutor and student, and the relation of both to the class. But the class itself exists as a unit among widely differing organisations, Trade Union Branches, local political parties, religious bodies and so forth; or, in smaller communities, it may be one of a number of related social activities. However engrossed with the practical claims of his own class the tutor may be, he will miss the special significance of the work in which he is engaged unless he appreciates the general background against which the life of his particular class is set. This wide field of possible association obviously offers scope for development through extra-class activities. From the beginning, students should be encouraged to take an active part in the work of their local Workers' Educational Association Branch, particularly in the organising of educational demonstrations or Saturday Schools, as these will not only give opportunities of service, but may also be the means of enabling some students to discover and develop their own gifts. In the same way, there may be scope in the educational activities of Trade Union Branches, Adult Schools, Co-operative Guilds and local political parties, with which members of the class may be associated. In all this the tutor must be prepared to play his part, often by active participation; but his more valuable contribution will lie in the perception and development of ability for this kind of work among his students.

One-day and Week-end Schools, organised

by the class, are a more ambitious undertaking. A Week-end School may include reading groups, and even the writing of short essays, the whole presenting an approximation to University conditions in miniature. Where this is intended, it is better to confine the school to class members. The more popular type of school, organised by the Branch or District, has a wider scope. Its intention is rather to link up the work of the class with that of other classes and with outside bodies. There will usually be two or three lectures, of wide appeal, followed by discussion, the general aim being to take some topic out of the class-room atmosphere and relate its treatment to the position it holds in public controversy. Such schools help to keep the Adult Education Movement in touch with working-class organisations, to which they have so much to offer, and on whose support the movement ultimately depends.

The Residential Summer School, which most University Joint Committees now organise in the summer months, gives to students opportunities for pursuing under ideal conditions a continuous course of study of a far more valuable character than anything which the class can provide for itself. It is therefore the clear duty of the tutor to see that these facilities are brought to the notice of his class, and he can do much by personal talk and persuasion to ensure that as many students as possible realise their advantages. Where financial difficulties exist, it is often possible for the tutor to suggest sources of

assistance, in Trade Union, Co-operative Society or Joint Committee Scholarships. Summer School methods differ considerably, but may be taken as representing a combination of general lectures or discussions with supervised reading and individual tuition in selected subjects. Students may spend a week or a fortnight at the school. The work already covered in class provides a basis upon which progress, through the personal tuition received, becomes surprisingly rapid. Moreover, the atmosphere of intellectual alertness, and the constant opportunity for discussion with other students and with tutors, are extraordinarily stimulating, particularly to those who may be enjoying these conditions for the first time in their lives, so that students come away mentally invigorated, to take up their work in the class with a new sense of its meaning and with a clearer perception of the wider movement of which the class forms part.

Not all of his students, naturally, will be able to go to a Summer School, and it remains for the tutor to provide means for keeping the class work going, and the students in touch with one another, during the summer break between sessions. Obviously many of the activities already described, rambles and Week-end Schools in particular, can be developed, and, where the students are fully occupied during the class session, it may indeed be preferable to confine these to the summer months. The class work itself needs special attention during the summer break. Normally, the scope of the next winter's

syllabus will have been explained to the class before the end of the session, and a rough outline, giving at least some introductory reading list, should be in the hands of students by that stage. Those who wish to keep on with their work thus have the material to hand, and it only remains for the tutor to arrange for the necessary supply of books. Usually the Joint Committee will agree to the retention of a book-box during the summer, or the local library can be approached. The warning already uttered against forcing informal work upon a reluctant class applies with special emphasis to the summer break. Usually the best plan is to have regular (say monthly) meetings, encouraging but not insisting upon attendance, while organising small study-groups among the keener students, who would meet more frequently, possibly in one another's houses. A general meeting of an informal character should be held for all students a week or so before the actual reopening of the class session.

A wide programme of additional activities of this kind, spread throughout the year, will obviously make serious demands upon the tutor's leisure. In the long run, however, he will realise that his time cannot be spent more profitably, even from the standpoint of his teaching work in the class.

CHAPTER X

FULL-TIME STUDIES

THE PURPOSE OF FULL-TIME STUDIES

THE decision as to whether a scholar in an elementary school is to go forward to more advanced studies is made at a very early age. Scholarships for secondary schools are usually allotted to children before they are 12 years old, and many hold that, to have to decide in effect at that very early stage what the child's future career is to be, must in some cases produce serious hardship. Often the most vigorous minds develop somewhat late—too late for advantage to be taken of the ordinary scholarship system—and it is the experience of most tutors that, from time to time, they have in their adult classes individual students who would have been capable to a marked degree of profiting by higher education and a University course. Provision has therefore been made during the last few years, to a steadily growing extent, for the best students from adult classes to enter Universities and special Residential Colleges for the purpose of full-time study.

While the number of those for whom it has been possible thus to provide has necessarily been limited, there are already signs that the

experiment has been amply justified. For example, two men who, in the earlier days, were introduced to advanced scientific study through the Adult Education Movement, have already become famous through their discoveries in bacteriology. The nation clearly cannot afford to waste ability of this high order; and when it is considered how large a proportion of children are debarred by circumstances from proceeding to any higher form of education after the elementary school stage, it is evident that the contribution to knowledge, which some of the few thus selected at a later stage may make, will amply justify the small expenditure involved. Moreover, the differing experiences of life which these adult students will have had must influence their approach to the study of certain academic subjects, and their contribution to the search for truth may well prove of value in the building up of a more complete and balanced body of knowledge.

It is, however, the privilege of but a small proportion of University students to contribute to the sum total of human knowledge. The majority make their contribution by bringing trained minds to bear upon the problems of everyday life, through their influence upon the social circle in which they move, and their leadership in different spheres. The problems which those in positions of responsibility in various walks of life have now to face are growing so complex that they can only be dealt with effectively by those who have acquired the intellectual

training, the self-confidence and the power of judgment which a University education can provide. In the different sections of the working-class movement, so rapidly growing in importance and in power for good or ill, leaders who have undergone any prolonged course of intellectual training are of necessity few. It is arguable that these important sections of society will only make their complete contribution when some at least of the best of their members, with natural qualities of leadership, have access to all the educational facilities which are open to members of other classes. The channel from the adult class to the University provides the most natural means of accomplishing this end.

Finally, in considering the aims of full-time study, it is important not to overlook the enhanced capacity for enjoyment in its truest sense which higher studies can provide. The development of the power of appreciation, the interest aroused in the conflict of ideas and in the movement of events, will provide a continuous source of personal happiness which, whatever may be the later career of the student, nothing can ever take away.

SCHOLARSHIPS FOR ADULT STUDENTS¹

Several Universities and University Colleges, as well as the Residential Colleges for adults, provide a limited number of scholarships prim-

¹ For complete details of the scholarships and bursaries at present available for adult students, see Appendix E

arily intended for students who have taken University Extra-mural courses, adult scholarships are given by certain Local Education Authorities; while the Cassel Trustees also provide annually a number of such scholarships for students in Tutorial classes. Finally, scholarships are provided in several instances by working-class organisations and other voluntary bodies for the benefit of their own members. Other educational trusts also make supplementary grants to aid those who have obtained scholarships which do not completely cover all the expenses involved in attending the courses for which the scholarships are provided.

The method of selection of the successful candidates naturally presents considerable difficulties. The main aim is to secure students of intellectual promise, although other considerations, such as the use to which the students will afterwards put the training received, enter in to some extent. Such scholarships must, therefore, be awarded on promise rather than attainment. The intellectual background of, and the knowledge acquired by, the different candidates vary so greatly that no detailed examination test would be practicable for the purpose in view. Consequently the selection of candidates is usually based on three considerations. first, an examination of a very broad character which will enable a candidate, for example through the writing of an essay somewhat wide in scope, to show something of what he knows and of the quality of his mind; or, alternatively, the sub-

mission of pieces of written work undertaken by a candidate in connection with his Tutorial class, secondly, the reports of tutors and others who know the candidate personally; and thirdly, a personal interview of a selected number of candidates at which their intellectual ability and other qualities can to some extent be gauged by an examining board.

ACADEMIC ASSISTANCE TO CANDIDATES

If the successful candidates are proposing to enter upon a Degree course at a University, some preliminary preparation is usually necessary. In one or two cases, internal part-time courses are provided in the University specially for adult students. In other cases, the scholarship is awarded some little time in advance, and arrangements are made for staff tutors of University Extra-mural Departments or others to give special help. The entry upon a University Degree course will involve matriculation, and most University institutions have now made special arrangements for adult students.¹ Even though these arrangements are much more suited to the needs of adult students than those of the ordinary school matriculation examination, they frequently involve the learning of a new subject, possibly a foreign language, up to matriculation standard, and special arrange-

¹ For the "Mature Matriculation" requirements of the different Universities, see Appendix D

ments for help and guidance are, therefore, in many cases essential. In reality few adult students are ready to enter upon a University Degree course without some period of special preparation, and for that reason it seems probable that the practice of allocating scholarships a considerable period in advance of the time when the student is expected to enter upon his studies is likely to spread where special preparatory courses are not provided.

The number of students who pursued full-time studies in the Universities of England and Wales in the year 1932-33 was 82. It is clear that these form a very small proportion of the University population and it is, therefore, only in one or two of the University institutions that special courses can be provided. If the adult student takes a Degree course, which must inevitably have been planned to succeed an ordinary secondary education, he will have special difficulties, because he will lack the specific background which the course demands, and which the other internal students will have acquired at the secondary school. In some respects he may be at an advantage, but in others he will be handicapped. Arrangements are, therefore, usually made for some additional help to be given to adult students when first entering the University, but this is always done in consultation with the Heads of the Departments responsible for their internal studies.

SPECIAL COURSES

A Degree course is not, however, the most suitable type of course for most adult students, and at Oxford, Cambridge, London and Nottingham arrangements are made for special courses for adult students. Scholarships are given at first for shorter periods than three years, and it is only those who have proved themselves students of exceptional quality who are encouraged to go forward to a degree. At Nottingham arrangements are made for special part-time courses for adult students, and the difficulties the student may experience through breaking his connection with his past work and life for a considerable period are thereby avoided. At the other Universities mentioned, special courses are planned, leading sometimes to a diploma, suitable to the needs of adult students.

RESIDENTIAL COLLEGES

An important development of recent years is the growth of Residential Colleges,¹ and the following are at present in existence in Great Britain:

Avoncroft College for Rural Workers.
The Catholic Workers' College.
Coleg Harlech
The Co-operative College

¹ For the conditions under which these Colleges are recognisable under the Adult Education Regulations, see Appendix A (1), paras. 25-33

Fircroft College.
Hillcroft College for Working Women.
Ruskin College.
Woodbrooke.

These colleges have been established specially to meet the needs of adult students. The work undertaken varies considerably in character, the usual course of study covering one or two years, although applications for shorter periods are considered. The subjects of the set courses follow the main interests of the students, who usually have had practical experience in industry which has drawn them to economic and social studies. These subjects, however, are regarded as the gateway to a broader curriculum in which a variety of cultural interests find a place. Tuition is adjusted to the student's individual ability and previous experience. The students can consult with several tutors, and they have access to libraries and in some cases to University lectures. A valuable feature of the college life is that the students are usually drawn from diverse occupations and from many parts of the country, and not infrequently from foreign countries. The colleges have now formed themselves into a federation which publishes a handbook describing in detail the work of each. To enter upon a detailed account is clearly impossible in a book dealing primarily with other aspects of adult education.¹ But in general it may

¹ Fuller particulars may be obtained from the prospectuses published by the separate colleges, and from the pamphlet

be said that, catering as they do each for a rather different type of adult student, together they meet adequately the needs of the situation and render to the movement a service of the greatest importance.

Residential Colleges for Adult Education, published by the Educational Settlements Association

CHAPTER XI

THE TUTOR IN ADULT EDUCATION

It will have been gathered from previous chapters that adult teaching requires a number of special qualities for which there is not the same need in other branches of education. A thorough knowledge of one's subject is an obvious requisite, but it is by no means enough. Many University teachers of high academic qualifications have tried their hand with adult classes and failed. Besides a good degree or its equivalent, the extra-mural teacher, if he is to be successful, must possess personal qualities that will enable him to cope with the special needs and interests of his students. Success with one class does not necessarily imply a similar result with another, as many a University lecturer who has, to begin with, taken a ready-made group, and then moved on to a new class, knows to his cost. The tutor who wishes to make adult teaching his vocation must be prepared to meet classes of different kinds and composition, with varying interests and outlook, each day of the week bringing its new demands and new problems for solution.

STAFF TUTORS

The number of tutors who are coming to depend for their whole livelihood on adult

teaching is steadily increasing, notwithstanding the restrictions imposed by the recent economy measures. Nearly every University now has its staff tutors, who are recognised members of the University teaching staff, and who enjoy guaranteed salaries and superannuation benefits. They usually work under the immediate direction of the Joint Committee, but their appointment is in the hands of the University on which the ultimate financial responsibility falls. As a rule a staff tutor serves a probationary period of one to three years, after which, if he has proved his worth, he is given a more permanent appointment, the exact period and conditions of which vary with the different appointing bodies.

The staff tutor is normally expected to take four or five University Tutorial classes, or their equivalent, during the winter months, the actual number depending on the policy and financial circumstances of the Committee, the amount of travelling, and the extent, if any, to which he engages in internal teaching. The amount of internal teaching which the staff tutor is able to do in the winter months is very limited, but in the summer several Universities offer facilities for such teaching, if they do not actually make it a condition of appointment. To teach within the walls of the University is of considerable value to the extra-mural tutor, in that it brings him into more frequent contact with the internal staff, while it serves also to keep him in touch with the latest developments in his subject, and prevents him from becoming stale.

The salary of a staff tutor compares favourably on the whole with that of an internal lecturer of similar age and experience. The fact that the greater part of the staff tutor's salary, sometimes the whole of it except for the superannuation contribution, is recovered from central and local grants, renders it easier to secure a minimum starting salary of about £300; and the provisions in the Board of Education Regulations which make it possible to pay tutors of exceptional qualifications and experience approximately 25 per cent above the normal rate, permit of moderate increases in salary up to £400 or £450 per year.¹ Beyond this point, additions to salary are not ordinarily covered by grants, and are a direct charge on the funds of the employing body. At the present time, there are a certain number of staff appointments at £500 per annum, and a few at a still higher rate, although these better-paid appointments usually embrace some work of organisation or supervision as well as teaching.

Although the staff tutor is in many ways in a favoured position at the beginning of his appointment as compared with the internal lecturer, his chances of advancement are not so good, and at the end of, say, ten years' service, he may be definitely worse off than the University lecturer, who, apart from the greater certainty on the whole of automatic increments within his grade, has a better chance of obtaining a higher post. (Incidentally, the latter may also

¹ See Appendix A (1), paras 13 e, 14 g, 17 e

take an extra-mural class or two and thus earn an appreciable addition to his income, whereas the staff tutor naturally has no such means of augmenting his salary.) Promotion in status and salary in an Extra-mural Department is apt to be slow. In some cases still there is no higher post in the same University to aspire to, for the extra-mural activities are supervised and directed by a Joint Committee, the principal officers of which are the District Secretary of the Workers' Educational Association and an Academic Secretary, who may be an internal lecturer, or an officer of the University administrative staff. In most Universities now there are Directors of Extra-mural Studies, only a few of them, however, enjoy the rank and salaries of professors or heads of internal departments. Thus the staff tutor cannot view the future so confidently, and he is not to be blamed if, after a number of years in the same position, he decides to take up other teaching work, or moves out of the educational world altogether.

In addition to staff tutors who spend the whole of their time in teaching, there is a small but growing body of organising tutors who, as the term implies, undertake a certain amount of organisation alongside their teaching duties. They are employed by the University, acting in association with the voluntary body, or, in some cases, directly by the latter. Usually they are engaged in undeveloped or rural areas where short courses, Week-end and Saturday Schools, and single lectures, are the only forms of adult

education which are for the time found practicable, and for which the organising tutor makes himself largely responsible. His salary is more or less the same as that of the ordinary staff tutor. Where such tutors are employed by Universities, the Board of Education grants may be reckoned, not on the basis of the classes taken, but on the salary that is paid, subject to approval of the programme of work as a whole. The Board impose a definite limit to the number of appointments which it will assist on a salary rather than a class basis, and, as a general rule, recognises appointments in rural areas only for this special treatment.¹

FULL-TIME TUTORS

An important group of tutors consists of those who are giving their full time to adult teaching, but who are not on an established basis, and do not enjoy the benefits of superannuation. Usually the full-time tutor who has not staff status enjoys a preference in the allocation of classes over the part-time tutor, but he has no security and has no claim on the employing body in the event of his receiving an inadequate amount of teaching, or being unable, on account of illness, to carry out the whole of his duties. The income of the full-time tutor may take the form of a year-to-year salary, or it may be made up simply from class fees. Frequently he is given some kind of guarantee for the year, or possibly longer, but

¹ See Appendix A (1), para. 11.

there is no contract for more permanent employment. It is inevitable that there should be a number of full-time persons in this position, particularly as tutors who have been engaged on part-time work sometimes decide on their own account to give up their original post and take on additional extra-mural classes to make up an income. Where, however, a tutor has served a single committee for three or more years and has given satisfaction, it is reasonable to expect that he should be placed on a more secure basis. So long as the arrangement is regarded as probationary, with prospects of promotion in due course, there is something to be said in favour of it, but where the same tutors are employed year after year, with a varying number of classes and a fluctuating income, with no superannuation or other staff privileges, some remedy is essential in the interests not only of the full-time tutor himself, but of the staff tutor also, who is liable by the continuance of such conditions of employment to have his own standards undermined. It need hardly be added that it is equally to the advantage of adult education as a whole that salaries and status should be such as to attract and retain the best type of teacher.

PART-TIME TUTORS

The bulk of adult teaching, however, particularly in the more elementary classes and in University Extension courses, is undertaken by persons who do not depend on the fees for their

whole livelihood. While the number of full-time tutors will doubtless continue to grow, it is inevitable and desirable that a substantial proportion of adult teaching should remain on a part-time basis. The reasons are not far to seek. There will always be room for the specialist in subjects which do not come within the range of the full-time tutors employed in the area. Even where the subject itself is not very specialised, and could, if necessary, be taught by the full-time tutor, there are often good reasons for inviting a person engaged in some other vocation to take charge of the class. The students may have requested his services, and the Responsible Body should always, as far as possible, take the wishes of local groups into account. He may live in the locality at some distance from the University centre, in which case economy in travelling expenses is an important consideration. Possibly the chief reason, however, for the dependence on part-time tutors is the freedom and elasticity which the Responsible Body enjoys in planning its scheme of work. Grants in aid of tutors' fees¹ are, as a general rule, paid on a class basis, and

¹ The usual fee for Tutorial classes is £70 to £75 for the session (it was normally £80 before the reduction in Government grants in 1931); for Preparatory classes about £55, for One-year classes about 18s per hour, (i.e. about £33 for twenty-four meetings of one and a half hours each, or £44 for twenty-four meetings of two hours each), and for Terminal courses about £1 per meeting, which is, as a rule, one and a half hours in duration. University Extension lecturers are paid at rates varying from £2 5s to £3 0s more per meeting, according to the status and qualifications of the lecturer. Travelling expenses are, of course, invariably paid in addition. For the rates of grant paid on account of these different types of classes, see Appendix A (1).

the Responsible Body can rarely afford to apportion the work of those tutors receiving a guaranteed salary except among classes that are established and reasonably certain to continue. Such limitations are bound to affect not only the types of tutors employed, but also the organisation and success of adult education in general. It cannot be a good thing that full-time tutors, who often would be more useful in classes of a lower grant-earning type, should be compelled, for financial reasons only, to take Tutorial classes and nothing else.

TRAINING OF TUTORS

Very little has been done hitherto in the way of providing specific courses for the training of tutors engaged in adult education. In this, the tradition of University rather than school teaching has been followed. The Joint Committee of the British Institute of Adult Education and the Tutors' Association, in a Report on *The Tutor in Adult Education*,¹ made the following statement: "All the evidence which we have received suggests the need for some definite provision for the training of tutors for adult classes". While there is general agreement as to the need, there is also considerable difference of opinion as to the character of the training to be provided. The tradition of the movement is against any tendency to stereotype methods.

Even apart from differences of viewpoint, the

¹ Published by the Carnegie United Kingdom Trust in 1928.

problem is by no means a simple one, since the requirements are exceedingly varied. The kind of training necessary for a tutor who intends to devote his whole time to adult teaching would be neither possible nor suitable for the part-time tutor, and even among the latter, the ex-Tutorial class student, for example, who is seeking preparation for teaching work in pioneer or Terminal courses, needs a different kind of training from that of the University graduate, who hopes to conduct University Tutorial classes on a part-time basis. It is partly this diversity of needs which has hindered the provision of regular courses of training in the past.

In relation to all types of work and every kind of tutor, it is necessary to distinguish between general preparation for the teaching of a particular subject in adult classes, and specific training in methods of teaching. The University graduate will usually have a specialist knowledge of the subject he is proposing to teach, in the majority of instances he will be an Honours graduate. A University degree is not, of course, an essential qualification even for work in Tutorial classes; but some equivalent qualification will be expected for the highest grades of adult teaching.

Although a specialist knowledge of his subject is a necessary qualification, the most successful tutors are not those who have pursued a narrow course at the University, and have proceeded immediately to work in adult education. A really effective tutor must combine an

expert knowledge of his own special subject with a wide general knowledge of related subjects. Above all, his *interests* must be catholic; and his attitude to knowledge must be humane rather than technical. And whatever the subject he is to teach, he will find that a knowledge of the historical background of modern industrial society, and of the general social problems of the present, are essential to his success if he is dealing with working-class students.

Efforts have been made from time to time to encourage ex-students of Tutorial classes to fit themselves for the work of adult teaching. If the aim is to prepare them to undertake part-time pioneer work, usually on a voluntary basis, or to serve as part-time tutors of Terminal courses or One-year classes, special short courses or part-time training may perhaps meet the need. If, however, the student wishes to equip himself for Tutorial class teaching, there can be no satisfactory substitute for a full University Degree course or its equivalent. The difficulty of providing a sufficiently wide background of knowledge is even greater where the ex-Tutorial class student is concerned than it is in the case of the University graduate. The Tutorial class of which he was a member was necessarily restricted in its scope, and it is essential that he should be given an opportunity to widen his knowledge, if possible as a full-time student in a University or College, before he attempts the difficult task of teaching others.

The problem of specific training is a more

difficult one, and it should be said at once that no amount of training for adult teaching can ever compensate for a lack of those personal qualities which are essential to the successful tutor. Nevertheless much can be done, by the bodies chiefly concerned, to make the task of the young tutor easier, by enabling him to profit by the experience of others and to avoid the mistakes which come from lack of knowledge. Any such preliminary training must provide him with opportunities to establish contact with those working-class organisations in which the majority of the students are interested, and the prospective tutor must also be encouraged to visit classes in his own subject taken by experienced tutors. Practice in voluntary teaching and lecturing work of a pioneer character will enable him to gain confidence. He will need guidance in the methods of presenting his subject to adult students, in the preparation of syllabuses, in the handling of discussion, and in the general technique of teaching. It will save him a good deal of trouble later if he is able to familiarise himself with the Adult Education Regulations of the Board of Education, with methods of registration, and with the various official documents connected with the administration of adult classes.

These seem to be the minimum requirements for the prospective tutor who has had little or no experience of teaching in any capacity. He may be left to find his own feet, at the cost of painful mistakes and possible failures; or he may have the path made easier for him by some form of

preliminary training. Common sense seems to suggest the need for the latter. The actual amount and intensity of this training must, of course, depend upon the particular need. The part-time tutor, and particularly the voluntary worker in adult education, cannot be expected to devote as much time to preparation as the candidate who is seeking a career in this field.

Experiments in the training of tutors for adult classes fall into several categories. (1) informal courses of training provided by University Joint Committees and Voluntary Associations; (2) formal courses of training in special residential courses; and (3) full-time training

(1) It is impossible to enumerate the many informal experiments which have been made at various times and in different places. They vary from the "Speakers' Class" or course in the "Art of Expression" to fairly intensive summer courses with small groups, designed to give instruction in the drafting of syllabuses, in methods of preparation generally, and in the practice of teaching. They are usually designed for the adult student who is anxious to teach. Experiments of this kind have been made from time to time by various Joint Committees or Workers' Educational Association District Councils. Similar experiments have also been attempted in connection with Summer Schools provided for members of Tutorial classes, and at Week-end Schools. This work has, however, been sporadic, and cannot be regarded as providing regular or adequate opportunities for training.

(2) The principal experiments in the provision of more formal courses of training are the following:

Oxford Extra-mural Delegacy.—The Delegacy decided, in 1926, at the suggestion of several adult students in residence at the University, to provide a three weeks' course of training for those adult students who were finishing their academic courses at Oxford that summer. It was also thrown open to approved students from Ruskin College, the Catholic Workers' College and Manchester College. The planning and conduct of the course was placed in the hands of two tutors with exceptional qualifications for the work, one of whom was a member of the staff of the Teacher Training Department and the other a tutor of experience in adult education. The course included lectures on the principles of teaching, practice classes and group meetings for instruction in the drafting of syllabuses, in the preparation of lectures, etc. This course has now been discontinued.

Holybrook House, Reading.—Holybrook Summer School for the training of tutors was begun in 1920, and it is held annually in the months of July and August. Responsibility for the School is undertaken by the National Executive of the Workers' Educational Association, but it is supervised by a Board of Studies appointed by the Oxford University Tutorial Classes Joint Committee.

Each course of instruction covers a period of four weeks, and students are required to attend

for the full period. The number of students is limited to fourteen, and candidates are selected on the basis of reports from tutors and Workers' Educational Association District Secretaries.

The staff consists of the warden and two resident tutors, and instruction is given in Educational Theory, in Teaching Method based upon actual practice, and in Class Management and Administration.

Association of Tutors in Adult Education —

In the summer of 1932, the Association arranged a resident course of training at Malvern for one week, to provide an introduction to the methods of adult education for graduates who had either just begun teaching, or had reasonable prospects of taking adult classes in the following session. Lectures were given on various aspects of adult education, methods of teaching were dealt with in practice classes, and instruction was given in the preparation of syllabuses and in Class Administration. The course was experimental and was regarded by those who took part in it as a successful venture. It met with some criticism, however, from certain sections of the Association, who feared that the effect of any formal scheme of training would be to stereotype methods of teaching. The experiment has not, so far, been continued.

(3) The only attempt to establish a full-time course of training is that made by the University College, Nottingham, which offers a one-year course leading to a post-graduate Diploma in Adult Education. Candidates for the diploma

must have a good Honours degree in the subject they propose to teach, or must satisfy the Head of the Department of Adult Education that they have equivalent qualifications.

The syllabus is divided into two parts, Part I including courses in Psychology, Educational Theory with special reference to adult education, the History and Organisation of Adult Education, and Methods of Teaching with special reference to the subject which candidates propose to teach.

Part II of the syllabus requires candidates to continue the study of their special subjects during the period of training, with particular reference to the scope of the syllabuses usually offered in adult classes.

Candidates are required to undertake a certain amount of practical teaching under supervision and to visit classes and courses of different types to familiarise themselves at first hand with the methods of teaching employed.

Hitherto, few students have been accepted for this course, and the experience gained is therefore insufficient as yet to justify any final conclusion as to the value of this method of full-time training.

It will be seen that the whole problem of training for adult education is one of some difficulty, and the work is still at the experimental stage. All that can be said is that there is scope for further experiment on the part of a larger number of bodies, and that, even apart from any extension of the facilities for formal training,

much more might be done to smoothen the path of those who are embarking for the first time upon the work of adult teaching.

THE ASSOCIATION OF TUTORS IN ADULT EDUCATION

The Association of Tutors in Adult Education has come to be recognised as the professional body concerned with all matters affecting the interests of tutors engaged in adult education. It began as an association of Tutorial class tutors, necessarily confined to a small membership and restricted in its aims. But in 1928 it was decided to admit tutors of One-year classes to membership, and subsequently the scope of the Association was further extended so as to include tutors and lecturers engaged in all other branches of non-vocational adult education.

The primary function of the Association is to serve as a professional body which will safeguard the position of its members and, where necessary, conduct negotiations on their behalf with employing bodies and public authorities. In this aspect of its work the Association has probably been more successful than most similar organisations, and the influence which it has been able to exert has been out of all proportion to its size. It has exerted this influence through consultation with the officers of the Board of Education, when the revision of grant Regulations was under consideration, by maintaining close association with the Central Joint Ad-

visory Committee on Tutorial Classes, the Universities Extra-mural Consultative Committee and the Workers' Educational Association, as well as with other professional bodies such as the Association of University Teachers and the National Union of Teachers, and through discussion with particular employing bodies when special problems were involved. When, for example, the economy provisions were under consideration in 1931, the Association, by taking the initiative and submitting proposals to the central organisations and to local Responsible Bodies, was able to prevent serious reductions in fees and salaries.

The Association has, however, a second and not less important function to perform. It has sought, to an increasing extent, to provide opportunities for the discussion of the problems of adult teaching by means of conferences and through its official journal, the *Bulletin of Adult Education*, and has endeavoured in other ways to assist its members in their work. It already has in these matters a long record of achievement. In 1928, in co-operation with the British Institute of Adult Education and the Carnegie United Kingdom Trust, it produced an exhaustive report on *The Tutor in Adult Education*. It has published a number of bibliographies in various subjects, having special reference to the needs both of tutors and of adult students. It has also co-operated with the Workers' Educational Association in the publication of a series of introductory books,

under the general title *W.E.A. Outlines*, for the more elementary types of classes. It has undertaken the production of film-slide illustrations for use with portable lanterns, and contemplates the provision of other aids to teaching. Recently the Association, through its Joint Committee with the Co-operative Wholesale Society, has made available to members of the Association information provided by the Research Department of the Society, and has been the means of instituting an enquiry into the operation of the Consumers' Co-operative Movement, the results of which should prove of considerable value to a large number of members of the Association, especially to those who are engaged in the teaching of Economics.

The machinery of the Association, which calls for only a brief note, is well suited to its purpose. At the Annual General Meeting, which is held in conjunction with a General Conference, an Executive Committee is elected and provision is made for every Branch to be represented on this Committee. The principal officers of the Association, viz. the Chairman, Vice-Chairman, Treasurer, Secretary, Publications Secretary, and Editor of the *Bulletin*, are also elected at the same meeting. There are several sub-committees of the Executive Committee which deal with the different activities of the Association. These sub-committees report to the Executive Committee, which holds frequent meetings and which, in turn, submits its report at the General Meeting.

Sixteen Branches of the Association cover the whole of England. In addition, there are five Branches in Wales which between them form the Welsh Council of the Association. The Scottish Tutors' Association is affiliated to and works in close conjunction with the larger body, and is represented on its Executive. Branch Secretaries meet periodically in conference, when they also have the opportunity of discussing their local problems with the Executive. Every effort is made to maintain close contact between the central committee and the Branches, many of which, besides their ordinary business meetings, arrange discussions and week-end conferences, undertake special pieces of work, such as the making of surveys and the preparing of film slides, and in these and other ways help to strengthen and consolidate the work of the Association as a whole.

ADULT EDUCATION AMENDING REGULATIONS

No 1 1934

Increased rates of grant came into operation as from 1st July 1934. The following schedule indicates these increases, with the Articles and types of courses to which they refer.

1 Article	2 Type of Course	3. Existing maximum sums	4 Increases
		£ s d	£ s d
11 (c)	Combined for inclusive grant	280 0 0	10 0 0
13 (d)	{ Preparatory at normal rate	41 0 0	2 0 0
	{ Ditto, duplicated	82 0 0	4 0 0
13 (e)	{ Preparatory at higher rate	50 0 0	2 0 0
	{ Ditto, duplicated	100 0 0	4 0 0
14 (f)	{ Three Year Tutorial at normal yearly rate	55 0 0	2 10 0
	{ Ditto, duplicated	110 0 0	5 0 0
14 (g)	{ Three Year or Advanced Tutorial at higher rate	70 0 0	2 10 0
	{ Ditto, duplicated	140 0 0	5 0 0
15 (f)	{ Advanced Tutorial at normal rate	55 0 0	2 10 0
	{ Ditto, duplicated	110 0 0	5 0 0
17 (d)	University Extension at normal rate per meeting	1 14 0	0 1 9
17 (e)	University Extension at higher rate per meeting	2 1 0	0 2 0
17 (f)	University Extension (shortened) per meeting	1 10 0	0 1 8
21 (c)	Terminal at normal rate per hour	0 7 0	0 0 3
21 (d)	Terminal at higher rate per hour	0 11 6	0 0 6
21 (e)	Short Terminal per hour	0 6 0	0 0 4
22 (e)	{ One Year	33 0 0	1 10 0
	{ Ditto, duplicated	66 0 0	3 0 0
33 (b)	Full-time at Residential College		
	{ for a man	25 0 0	1 10 0
	{ for a woman	23 0 0	1 10 0

APPENDIX A

(These Regulations, and the Memorandum which follows, are reprinted by permission of the Board of Education and with the sanction of the Controller of H.M. Stationery Office.)

(1)

Board of Education
Grant Regulations No 14

(STATUTORY RULES AND ORDERS, 1932, No 75)

EDUCATION, ENGLAND AND WALES. ADULT EDUCATION REGULATIONS, 1932

THE ADULT EDUCATION REGULATIONS, 1932, DATED FEBRUARY 22, 1932, MADE BY THE BOARD OF EDUCATION UNDER SECTION 118 OF THE EDUCATION ACT, 1921 (11 & 12 GEO. 5. C. 51), WITH REGARD TO THE PAYMENT OF GRANTS TO RESPONSIBLE BODIES (NOT BEING LOCAL EDUCATION AUTHORITIES) IN AID OF THE LIBERAL EDUCATION OF ADULTS.

The Board of Education hereby make the following Regulations:—

CHAPTER I

GENERAL PROVISIONS FOR COURSES OF INSTRUCTION

Courses eligible for Recognition

1. In order to be recognised under these Regulations a course of instruction must be:—

- (a) designed for the liberal education of adults, *i.e.* persons of at least 18 years of age
- (b) of sufficient public interest to be accepted as part of the public provision of higher education:
- (c) so arranged in respect of the duration of the several lessons and the duration of the course as a whole as to offer to the students opportunity of making a continuous and progressive study
- (d) so conducted in respect of methods of instruction as to demand individual effort on the part of students, *e.g.*, instruction by means of lectures only will not as a rule be approved, and the arrangements should provide for the participation of students in one or more of the following activities as may be appropriate, class exercises or discussions, tutorial instruction, practical exercises, reading under guidance, essay writing or other forms of home work.

2. Courses of the following types are not eligible for recognition under these Regulations —

- (a) Courses promoted by institutions which are not suitable in character or financial position to receive aid from public funds,
- (b) Courses conducted for private profit, or farmed out to the teachers;
- (c) Courses which the Board consider to be more properly recognisable under other Regulations;
- (d) Courses planned for or mainly attended by persons in whose education another Department of State appears to the Board to be predominantly interested,
- (e) Courses of instruction in religious subjects, without prejudice however to the recognition of Courses which aim at the scientific study of the documents, history or philosophy of religion.

Responsible Body

3.—(a) Each Course must be under the control and direction of a Responsible Body.

(b) A Responsible Body will be held responsible by the Board for the efficiency of the instruction given in the Course and for the observance of the Regulations applicable to it; the responsibility will be regarded as extending to the approval of the teacher of the Course and of the syllabus.

(c) A Responsible Body may control and direct a Course for which it does not take financial responsibility, but in that case must satisfy the Board that the requirements of Article 2 (a) are observed.

(d) Each Responsible Body must submit an Annual Financial Statement in such a form as may be directed by the Board

Visiting of Courses

4 Courses must be visited by persons appointed by, or approved by, the Responsible Body, for the purpose of securing that the administrative requirements of the Regulations, including those relating to registration, are observed

Premises

5.—(a) Premises used for instruction under these Regulations must be sanitary, convenient for teaching purposes, reasonably quiet, and furnished with such equipment as may be necessary for efficient instruction in the Courses given in them

(b) The plans of the site and building of any premises to be specially provided for work under these Regulations, or of any enlargement or alterations of existing premises made for such purposes, must be submitted in advance for the Board's approval, and

the details of any proposals for the equipment of new premises or for the installation of new or additional equipment in existing premises must be similarly submitted in advance

(c) Such plans of existing buildings as the Board may require in any particular case must be submitted

Teachers

6.—(a) Teachers must be suitably qualified for the Courses which they conduct.

(b) If the number of Courses at a centre is considerable, the Board may require provision to be made for supervision of the teaching staff, for advice to students and for any necessary co-ordination of the instruction given in the several Courses. Where in the opinion of the Board it is necessary, a Principal or Director of Studies must be appointed.

(c) Teachers must be paid by fixed salaries or at fixed rates.

(d) Teachers other than occasional teachers must be employed under written agreements. The agreement must define the conditions of service and indicate whether the teacher is employed in full-time service exclusively in the capacity of a teacher, or in part-time service in the capacity of a teacher, or partly in the capacity of a teacher and partly in another capacity.

(e) The Board must be satisfied that each teacher has adequate time available for the efficient conduct of his work under these Regulations

(f) If a teacher is convicted of a criminal offence, or his engagement is terminated, whether by way of dismissal or resignation, on account of misconduct or grave professional default, the facts must at once be reported to the Board.

(g) If and so far as the Board declare a teacher to be unsuitable for employment on grounds of miscon-

duct or grave professional default, the teacher must not be employed. Before taking action the Board will use every available means of informing the teacher of the charges against him and of giving him an opportunity for explanation

Students

7.—(a) The admission of students to a Course must be so regulated as to exclude those for whom on educational grounds the Course is inappropriate

(b) A student shall not be required, as a condition of being admitted to or of remaining in a Course, to attend or abstain from attending any religious worship, observance or instruction

(c) No student may be refused admission to a Course on other than reasonable grounds.

(d) If it is proposed to charge no fees for a Course, the Board's approval must be obtained in advance

(e) Arrangements should be made to ensure that, so far as may be possible, students attend regularly and for the full duration of the Courses to which they are admitted

Administrative Requirements

8.—(a) Courses and the centres in which they are given must be open at all reasonable times to inspection by the Board, and evidence as to study by individual students must be produced if the Inspector calls for it

(b) The prescribed statement of particulars for each Course must be completed and furnished to the Board as soon as possible, and in any case not later than fourteen days after the date of the first meeting.

(c) At least three days' notice of any change in the teacher of a Course, or of any alteration in the timetable affecting the place or day or hour of instruction,

must be given to H M Inspector named for the purpose. If a shorter notice is inevitable, it should be given by telegram addressed by name to H M Inspector at "Instruction, Parl., London", or as regards Wales, "Principality, Parl, London".

(d) All registers and other records prescribed by the Board must be regularly kept in accordance with directions issued with them, and, if required by the Board through H M Inspector or otherwise, must be submitted for inspection forthwith.

(e) In order to be registered as having attended at a meeting a student must have arrived not more than 10 minutes after the beginning of the meeting, and the attendance must be cancelled if the student leaves more than 10 minutes before the end of the meeting.

(f) Visits of students accompanied by a teacher to museums, galleries and other places connected with the subjects of their Courses may be included in those Courses, provided that the arrangements are approved by H M Inspector in advance. If approval is given, the attendance of students may be registered.

(g) Such syllabuses as the Board may require must be promptly submitted.

(h) The Board may require the modification of any time-table or syllabus which appears to them unsuitable.

(i) All returns called for by the Board must be duly and punctually made.

(j) Before recognising a Course (other than a vacation or other non-local Course), the Board will invite the observations of the Local Education Authority of the area in which the Course is held.

(k) Where the conditions of employment render it desirable, one or more of the regular meetings of a Course under Articles 13, 14, 15, 21 or 22 may be duplicated and the attendance of individual students may be registered at either, but not both, of each pair of meetings, but the special provisions of those Articles

relating to the shift system shall apply only when provision is made in advance for duplicating all the meetings.

School Year

9. The school year for the purposes of these Regulations is the twelve months beginning on 1st August and ending on 31st July. A Course of study which begins in one year and ends in the next year may be treated for the purposes of recognition and grant as belonging to either of those years as the Board may direct.

Grant

10 —(a) The full grant for each Course in respect of which the Regulations are satisfied, and the instruction efficient, will be three-quarters of the fee, exclusive of travelling and similar expenses, paid to the teacher, or a maximum prescribed for each type of Course, whichever may be the less.

(b) The full grant will be payable provided that the number of students on the roll who have attended not less than two-thirds of the meetings of the class during the year, and have done such written work as may be required by the teacher, reaches not less than a minimum standard prescribed for each type of Course.

(c) A proportionate reduction will be made from the full grant for each unit by which the number of students satisfying the prescribed conditions falls below the minimum standard prescribed for full grant.

(d) These provisions will not apply to Vacation Courses (Articles 16 and 23) and full-time Courses in Residential Colleges (Article 33 (a)).

Inclusive Grant

11 —(a) Notwithstanding the provisions of Article 10 the Board may aid the work of a limited number of

tutors under a University or University College as Responsible Body by inclusive grants in substitution for separate grants in respect of the several Courses taken by them. The Board will not ordinarily aid by inclusive grants the work of more than two tutors at the same time under the same Responsible Body, but in exceptional cases the work of a third tutor may be so aided.

(b) A Responsible Body desiring to receive an inclusive grant must submit an application giving particulars of the qualifications and experience of the tutor in question and showing the general nature of the work he will undertake and the conditions of his employment. The Responsible Body must also submit for approval before the 1st September in each year the tutor's plan of work for the school year ending on the following 31st July. The plan must include at least one Three Year or Advanced Tutorial Class and may include other classes falling within the scope of Chapter II or Chapter III and pioneer work intended to develop adult education.

(c) The full grant in aid of a year's work done under an approved plan will be three-quarters of the payment, exclusive of travelling and similar expenses, made to the tutor in respect of that work, or a maximum of £280, whichever may be the less; and in deciding whether the inclusive grant shall be the full grant or the full grant less an equitable deduction, the Board will have regard to the conditions under which the amounts of separate grants would have been determined.

(d) Except as regards the calculation of grant, the ordinary provisions of these Regulations will apply to work under the approved plan falling within the scope of Chapter II or Chapter III. In respect of any other work done under the plan, such records must be kept as the Board may require after consultation with the Responsible Body.

CHAPTER II

EXTRA-MURAL AND SIMILAR COURSES UNDER UNIVERSITIES OR UNIVERSITY COLLEGES

12.—(a) Subject to the conditions laid down in this Chapter and in Chapter I of these Regulations, the Board may recognise certain extra-mural and similar Courses conducted under the control and direction of a University or University College as Responsible Body

(b) The control and direction of the University or University College may be exercised directly, or through a committee or delegacy, or through a joint committee containing representatives of the University or University College and constituted expressly for the purpose.

(c) The instruction which may be recognised under this Chapter is that given in —

- (i) Classes Preparatory to Three Year Tutorial Classes,
- (ii) Three Year Tutorial Classes;
- (iii) Advanced Tutorial Classes,
- (iv) Tutorial Class Vacation Courses;
- (v) University Extension Courses

(d) The Board must be satisfied that the students in Preparatory, Three Year Tutorial, and Advanced Tutorial Classes have access to an adequate provision of books bearing on their studies, that proper arrangements are made for guiding their reading, and that reasonable demands are made in the matter of written work.

Preparatory Classes

13 —(a) A Preparatory Class must provide a course giving a suitable preparation for students intending to proceed to Three Year Tutorial Classes, and must

occupy not less than two hours a week for 24 weeks of the year, not less than one-half of each meeting being devoted to class work

(*b*) The number of students on the roll of a Preparatory Class must not exceed 32, or in a class on the shift system 48.

(*c*) The roll of students must be closed not later than the end of the fourth meeting, immediately after which it must be sent to the Board

(*d*) The maximum grant payable under Article 10 will be £41 (or for a class on the shift system £82) The minimum standard for full grant will be 12 students (in a class on the shift system 24 students), or two-thirds of the total number on the roll, whichever is the higher

(*e*) The Board may raise the maximum grant payable under Article 10 to £50 (or for a class on the shift system £100) if they are satisfied that the class is taken by a tutor with adequate experience in the conduct of Three Year Tutorial Classes.

Three Year Tutorial Classes

14 —(*a*) The Course of instruction must be such as reasonably to demand the attendance of students in a three years' study under the methods and conditions proper to a Tutorial Class, and where the subject of the Course is such as to make the standard of University work in Honours a possible aim, the Course must be planned to reach, within the limits of the subject, that standard

(*b*) The Course must extend for each class over a period of not less than three years, and must occupy at least two hours a week for 24 weeks in each year, at least one-half of the time being devoted to class work. An extension of the Course beyond the third year must be specially approved by the Board

(*c*) The roll of students must be closed not later than

the end of the sixth meeting of the first year of the Course and the number of students on the roll at that time must not exceed 24, or in a class on the shift system 36. The Board may exceptionally permit these numbers to be increased to 32 or 48 respectively.

(d) Names may be removed from, but not added to, the roll up to the end of the twelfth meeting, immediately after which the roll must be sent to the Board. If a student dies at any time in a school year his name may be removed from the roll subject to the cancellation of his attendances in that year.

(e) Added students may be admitted after the roll has been closed, provided that their names are shown in the register, that the tutor is satisfied that they can take up the work at the stage reached by the class, and that the total number of students on the register of the class for the year does not exceed 24, or in a class on the shift system 36. Added students admitted during the first or the second year of a Course will be entered on the roll as from the beginning of the year following that in which they joined, and will then be taken into account for grant.

(f) The maximum grant payable under Article 10 will be £55 (or for a class on the shift system £110) for each year of the Course. The minimum standard for full grant will be 12 students or two-thirds of the total number on the roll (whichever is the higher) for a class in its first year, 9 students or half the total number on the roll for a class in its second year, and 6 students or one-third of the total number on the roll for a class in its third or later year. In a class on the shift system the corresponding figures will be 24, 18 and 12.

(g) The Board may raise the maximum grant payable under Articles 14 (f) and 15 (f) to £70 (or for a class on the shift system £140), in the case of not more than one-quarter of the Three Year and Advanced Tutorial Classes conducted by a Responsible

Body, if they are satisfied that the classes in question are taken by tutors of exceptional qualifications and experience. For the purposes of this paragraph a class on the shift system will be regarded as two classes, and classes aided by an inclusive grant under Article 11 will be disregarded

Advanced Tutorial Classes

15—(a) The Course must be planned to provide work of a distinctly more advanced standard than that of an ordinary Three Years' Course in the same subject, and each student must be certified by the tutor to be fully qualified to enter upon the work of the Course. Of the students enrolled at least two-thirds must have passed with satisfaction to their tutors and to the Board through a Three Year Tutorial Class in the same or a related subject

(b) The Course must extend over not less than 24 weeks, and must entail not less than 12 hours of instruction by the tutor given to the class as a whole.

(c) The number admitted to a class must be not less than 9 and not more than 24, or in a class on the shift system not less than 18 and not more than 36.

(d) The roll of students must be closed not later than the end of the fourth meeting, immediately after which it must be sent to the Board.

(e) The Board must be satisfied that the formation of Advanced Tutorial Classes will not adversely affect the provision of Three Year Classes in the neighbourhood

(f) The maximum grant payable under Article 10 will be £55 (or for a class on the shift system £110). The minimum standard will be two-thirds of the total number of students on the roll

(g) If there are less than 48 hours of instruction given by the tutor to the class as a whole, the maximum grant will be proportionately reduced.

Vacation Courses

16. The Board may make such grants as they may think fit in respect of Vacation Courses for selected students organised in connection with Tutorial Classes.

University Extension Courses

17.—(a) The Course must extend over not less than 10 and not more than 24 meetings of not less than 1½ hours' duration, and the meetings may be divided into lecture periods and class periods. Only those persons who are prepared to attend for whole meetings and to do written work may be entered on the roll of students. The lecturer must be personally responsible for the direction of the studies of students on the roll.

(b) The roll of students must be closed not later than the end of the third meeting, and when closed must immediately be sent to the Board. The roll must not contain more than 32 names.

(c) No record need be kept of the attendance of persons other than students. If the lecturer is not personally responsible for registering the attendance of students, the arrangements for registration must be approved by the Board in advance.

(d) The maximum grant payable under Article 10 will be at the rate of 34s. per meeting. The minimum standard for full grant will be 12 students.

(e) The Board may raise the maximum grant payable under Article 10 to 41s. per meeting, in the case of not more than one quarter of the recognised University Extension Courses conducted by a Responsible Body, if they are satisfied that the lecturer's qualifications and his experience in the direction of students are exceptional. For the purposes of this paragraph Courses aided by an inclusive grant under Article 11 will be disregarded.

(f) In special circumstances the Board may recog-

nise Short University Extension Courses extending over less than 10 but not less than 6 meetings For these Courses the roll must be closed not later than the end of the second meeting, and the maximum grant will be at the rate of 30s. per meeting In other respects paragraphs (a), (b), (c) and (d) of this Article will apply

Payment of Grant

18 Such grant as may be calculated in respect of a Course recognised under this Chapter will be paid to the Responsible Body unless a Local Education Authority has accepted full financial responsibility for the salary of the teacher of a Course, in which event no grant is payable to the Responsible Body in respect of the Course

CHAPTER III

PART-TIME COURSES UNDER APPROVED ASSOCIATIONS, ETC.

19—(a) The Board may recognise part-time Courses under the control and direction of an approved association undertaking adult education as one of its objects, or in exceptional circumstances under the control and direction of a University or University College which provides Tutorial Classes.

(b) Courses of the following types are recognisable under this Chapter—

- (i) Terminal or Short Terminal Courses
- (ii) One Year Courses
- (iii) Vacation Courses.

Approval of Associations, etc.

20.—(a) An association must be a national association, or a district branch of a national association,

or such analogous body as the Board may specially accept. It must satisfy the Board as to its constitution, financial standing, and generally as to its fitness to be the Responsible Body for Courses under its control and direction and the recipient of such public assistance as may be granted in aid of such Courses. (*See also Article 33 (c)*)

(*b*) An association will be expected to certify in regard to each Course under its control and direction, but not maintained by it, that the persons maintaining the Course are in a position to fulfil their agreement with the teacher of the Course

Terminal or Short Terminal Courses

21.—(*a*) Courses which provide meetings of not less than $1\frac{1}{2}$ hours' duration in not less than 12 weeks in the year will be recognisable as Terminal Courses

(*b*) The roll of students who have joined the class must be closed not later than the end of the third meeting, and when closed must immediately be sent to the Board. Students joining after the closing of the roll cannot become effective for grant, and their attendances need not be registered

(*c*) The maximum grant payable under Article 10 will be at the rate of 7s per hour of instruction in the Course. The minimum standard for full grant will be 12 students, or in a Course on the shift system 24 students.

(*d*) The Board may raise the maximum grant payable under Article 10 to 11s. 6d per hour if they are satisfied that instruction such as to justify the higher grant will be given in the Course. Any application for treatment under this provision must be made to the Board as soon as possible and in any case not later than fourteen days after the date of the first meeting.

(*e*) In special circumstances the Board may recognise Short Terminal Courses of less than 12 but not

less than 6 meetings. For these Courses the roll must be closed not later than the end of the second meeting and the maximum grant will be at the rate of 6s. per hour. In other respects paragraphs (a), (b) and (c) of this Article will apply.

(f) If the Responsible Body satisfy the Board in advance that the sparsity of the population, the occupations of students, the distances they will have to cover, or other circumstances, make it difficult to obtain a normal enrolment of students attending regularly and punctually at a Terminal or Short Terminal Course, the Board may reduce the minimum standard for full grant to 9 students, and may permit two half-attendances by one student to be reckoned under Article 10 (b) as attendance by him at one meeting. For this purpose a half-attendance is attendance for not less than one-half of the duration of a meeting, and must be shown by a supplementary record giving the times of arrival and departure.

One Year Courses

22.—(a) Courses which provide meetings of not less than $1\frac{1}{2}$ hours' duration, in not less than 20 weeks in the year, may be recognised as One Year Courses. In each meeting half the time must be given to class work, and the students must be prepared to do written work.

(b) The instruction in a One Year Course must be of a standard comparable with that of a Preparatory Class under Chapter II, but need not be arranged as a preparation for Three Year Tutorial Classes.

(c) The number of students admitted to a One Year Course must not exceed 32, or in a class on the shift system 48.

(d) The roll of students must be closed not later than the end of the fourth meeting, immediately after which it must be sent to the Board.

duration. But a College may also provide shorter full-time Courses and part-time day and evening Courses.

27 A student admitted to a full-time Course must be at least 20 years of age at the date of admission, and must have attended a course of instruction of one of the types contemplated in the preceding Chapters of these Regulations. The Board may exceptionally sanction the admission of other students, if their approval is sought in advance.

28 —(a) Educational responsibility for the College, and financial responsibility for its maintenance so far as not met out of grants and fees, must be undertaken by the same Responsible Body.

(b) The Board may decline to approve or to continue the approval of a Responsible Body which is not the Governing Body of a Charitable Foundation.

(c) The Board may require that the College shall be managed under and in accordance with a Scheme or minute or body of written regulations determining the constitution of a Governing or Advisory Body, and defining the functions of such Body and of the Principal of the College, both as regards responsibility for general control and as regards immediate responsibility for the details of organisation, discipline and teaching. The instrument of government must be approved by the Board, with whom a copy thereof as approved must be deposited, and its provisions must not be varied or departed from without the approval of the Board.

29.—(a) Application to the Board for recognition of an institution as a College must be made by the Responsible Body not less than three months before the beginning of the first school year for which recognition is desired.

(b) Recognition, when given, will ordinarily be continued from year to year without a further application, but may be withdrawn at any time by the Board.

30. A printed Prospectus for each school year must

be submitted for the approval of the Board in June of the previous school year, and when approved must be published for the information of the public. The Prospectus must contain the general regulations for the admission and certification of students and for the conduct of the College, and must show the subjects in which instruction will be given, the Courses normally available, and the dates between which instruction will be given in the coming year. The Prospectus must also contain a list of the College teaching staff.

31 A Report must be furnished to the Board as soon as possible after the end of each school year, setting out the results of the year's work and showing the numbers of students who have been registered in the several Courses of instruction and the numbers who have satisfactorily completed definite stages in their Courses. The Report must also include a summary of the Accounts submitted to the Board for the financial year last ended

32 The College must be conducted under a Principal, with the aid of a teaching staff sufficient in number and qualifications for giving adequate instruction in each subject of the approved curriculum, except in so far as instruction by University teachers not forming part of the staff may be available

33 —(a) Grant in aid of the tuition provided by the College will be paid to the Responsible Body in respect of each student who makes satisfactory progress in an approved full-time Course of at least one year's duration

(b) The grant will be at the rate of not more than £25 a year for a man or £23 a year for a woman. In determining the rate of grant the Board will have regard to the character, efficiency and cost of the instruction

(c) Part-time Courses, organised apart from the full-time Courses at the College, may be recognised and aided under Chapter III of these Regulations, so far as applicable.

CHAPTER V

SUPPLEMENTAL PROVISIONS

34. The Board may withhold or make a deduction from grant if the requirements of these Regulations are not fulfilled

35. If any question arises as to the interpretation of these Regulations, or as to whether any of the requirements thereof are fulfilled, or as to the amount of any grant payable thereunder, the decision of the Board shall be final

36.—(a) These Regulations shall have effect as from the 1st day of October, 1931, in substitution for the Board of Education (Adult Education) Regulations, 1924,^(a) the Amending Regulations, No. 1, 1931,^(b) and (so far as applicable) the Board of Education (Service of Teachers) Regulations, 1924^(c), and accordingly these Regulations supersede the Adult Education Amending Regulations, No. 2, which were made on the said 1st day of October, 1931, to come into operation forthwith as Provisional Regulations.

Provided that these Regulations shall not affect the payment of grant in respect of work completed before the said 1st day of October, 1931, and the Board may, in relation to work begun but not completed before that day, either pay grant wholly in accordance with these Regulations or make an adjustment.

(b) These Regulations may be cited as the Adult Education Regulations, 1932.

Given under the Official Seal of the Board of Education this 22nd day of February, 1932.

E. H. Pelham,
Secretary to the Board of
Education.

(a) S R & O 1925 (No 24) p 267.

(b) S R & O 1931 (No 605) p 344.

(c) S.R. & O. 1924 (No 214) p 319

(2)

*A.E.R. Memo. No 6*BOARD OF EDUCATION· ADULT EDUCATION
REGULATIONS

MEMORANDUM TO RESPONSIBLE BODIES

THIS Memorandum supersedes the previous Memoranda Nos. 1-4. It will be understood that the Memorandum is not in any way a substitute for the Regulations, but is intended to explain certain points in them.

I PROCEDURE·

(i) *Registration and Checking of Registers.*

In order that the Board may be satisfied that the registration is properly conducted in accordance with the Regulations it is essential that the visitation of classes required by Article 4 should be carried out effectively. Arrangements must be made to ensure that each class is visited at least once during the session and that the Visitors appointed by, or approved by, the Responsible Body examine the registers and verify that the rules which are printed on them are being observed. The inspection of the register of a particular class must not be undertaken by the tutor or a member of the class or a person responsible for marking the register of that class. In view of the fact that as indicated below the tutor will not henceforward be required to sign Form 121T, the Responsible Bodies will doubtless take other means of ensuring that the tutors fully understand their obligations with regard to registration.

(ii) *Submission of Returns, Forms, etc*

In the past the syllabus and bibliography have been sent to the Board with Form 121T. within one month of the date of the first meeting. The submission of a

syllabus after a class has been running for a month has made it difficult for the Board to suggest alterations, where necessary, in time for them to become really effective. In addition it is obviously desirable that copies of the syllabuses should be ready for the use of the students at the beginning of the course

In future the following arrangements will be made Form 121T, together with the syllabus and bibliography, must be sent to the Board as soon as possible and in any case *not later than fourteen days after the date of the first meeting* (See Article 8 (b) of the Regulations) Under this arrangement the signature of the tutor is not required on the form Form 121p T. will be abolished.

II. ADMINISTRATION OF COURSES

(i) *Duration of Course.*

Cases still occur where two meetings have been held in one week and the course has not extended over the minimum number of weeks prescribed by the Regulations There are strong educational reasons, which will be generally familiar to Responsible Bodies, why there should be substantial intervals between meetings to allow for private work, and any proposed departure from the strict requirements of the Regulations should be submitted beforehand to H M. Inspector for his approval, which will only be given in very exceptional circumstances.

(ii) *Written Work and Individual Reading*

Although there has been improvement in the matter of written work during the last few years, experience shows that it is still necessary for Responsible Bodies to make sure that tutors in all cases understand the intention underlying the Regulations with regard to written work in Tutorial Classes, University Extension Courses and One Year Courses.

Students attending such courses are expected to

work at home between the class meetings, and to include in their homework the reading advised by the tutor and written work done regularly throughout the session. Even now the students do not always seem to understand that regular individual work at home is an integral part of the course. In a few cases both tutors and students seem to think that the requirements of the Regulations are satisfied by the handing in of a small amount of written work at some time before the end of the session. This is not in accordance with the intention of the Regulations, and in the case of courses extending from October to March students cannot be regarded as having complied with the Regulations in this respect unless they have done some written work regularly in both halves of the session.

Although the Regulations lay down no conditions with regard to written work in Terminal courses, the Board are glad to see that many tutors encourage the students to undertake some written work. Such a practice not only increases the value of the course, but also provides a useful preliminary training for students who are likely to proceed to courses of a more advanced nature in future sessions.

Experience also shows that some tutors do not fully recognise the necessity for giving adequate advice and guidance to students in their private reading, and for finding time to discuss with them difficulties which have arisen in the course of that reading.

(iii) *Continuation of a Three Year Tutorial Class*

An extension of the course beyond the third year must be specially approved by the Board. In considering a proposal of this kind the Board will have regard to the number of students willing to undertake progressive study after completing the full three years' course.

Applications for permission to extend the course should be submitted to the Board before the end

of June with a statement giving particulars of the students who wish to join the class in the following session and a brief statement of the nature of the work to be undertaken.

(iv) *Advanced Tutorial Classes.*

Article 15 (a) requires that each student of an Advanced Tutorial Class must be certified by the tutor to be fully qualified to enter upon the work of the course. Further, "of the students enrolled at least two-thirds must have passed with satisfaction, to the tutors and to the Board, through a Three Year Tutorial Class in the same or a related subject" That is to say the student should have effectively attended, and have satisfied reasonable demands in the matter of written work, in each of the three years of the course.

Applications for recognition of an Advanced Tutorial Class should be submitted to the Board before the end of June with a statement giving particulars of the students who wish to join the class and an indication of the nature of the work to be undertaken

(v) *University Extension Courses.*

If the high standard associated with the name of University Extension Course is to be maintained the qualifications of the tutors, both for ordinary and Short University Extension Courses, should be comparable with those of tutors engaged in other forms of University teaching.

In the normal type of University Extension Course the lecture is delivered to an audience part of which joins the class for intensive study. A number of University Extension Courses have been recognised under the Adult Education Regulations where the audience and the class are identical. Such courses can only be justified when the individual work done by the students maintains that high standard which is expected in the University Extension Course of the normal type.

(vi) *Short University Extension Courses and Short Terminal Courses*

In special circumstances the Board may recognise Short University Extension Courses and Short Terminal Courses under Article 17 (f) and Article 21 (e) of the Regulations. These Articles are intended to provide for aid to pioneer work, primarily in rural areas

The application for recognition of a Short University Extension Course or a Short Terminal Course should be accompanied by a statement of the circumstances, including the character of the locality, which appear to the Responsible Body to justify the application

It is expected that pioneer Short Courses will prepare the way for more extended courses in the future. The Board will accordingly review from time to time the provision of Short Courses in order to ascertain how far the pioneer work has served this purpose.

The Board will not normally recognise a short course of either type in a place where a full length course has previously been recognised

(vii) *Terminal and Short Terminal Courses in sparsely populated Areas.*

It is important that the Board should be notified, as long as possible in advance, of the intention to establish a course under Article 21 (f) of the Regulations. The application should be accompanied by a statement dealing with such matters as the sparsity of the population, the occupations of the students, and the distances which they would have to travel.

(viii) *Employment of Full-time Teachers on Tutorial Class work.*

Under Article 6 (e) the Board must be satisfied that each teacher has adequate time available for the efficient conduct of his work under these Regulations. A teacher in a grant-aided school, who is recognised as

being in full-time employment for the purposes of the Superannuation Act, has not sufficient time to carry out effectively the duties of a tutor for more than one tutorial class, involving as these duties do the conduct of classwork, the guidance of the students' reading and the supervision and discussion of their written work, in addition to the preparation of lectures. Accordingly the Board are not prepared to approve the appointment of a full-time teacher for more than one class of a University Tutorial type, unless the Responsible Body are able to advance very special reasons in support of the proposal. If such an appointment is contemplated the proposal should be discussed with H M Inspector before the Responsible Body approaches the Board or undertakes any commitment.

(ix) *Full-time Tutors under Article 11*

The provision made for tutors of this type is intended as a method of developing adult education in rural areas where the ordinary arrangements for such education may be difficult to work. At the same time, the activities of a full-time tutor need not be confined to these areas, though the primary purpose of the Article should always be borne in mind.

Again, though an important part of the tutor's work will naturally be in the way of opening up new ground and holding experimental lectures and short courses, it is also very desirable that in addition to taking a Three Year Tutorial Class the tutor should take one or more classes of the One Year or Terminal type which may often provide the foundation for Three Year Courses later on. The Board are convinced that a development in this direction is just as desirable as the initiation of the movement by special work in very remote areas.

The Responsible Body must submit for approval before the 1st of September in each year the tutor's plan of work for the year ending on the following 31st

July. In addition the appropriate Forms, with syllabuses and bibliographies must be submitted to the Board by the appropriate dates for Tutorial Classes, University Extension Courses, One Year Courses and Terminal Courses to be taken by the tutor.

After the end of the Session the Board will be glad to receive a report on the work of the tutor.

III. SUBJECTS OF THE COURSE.

(i) *General*

Syllabuses which merely consist of a number of lectures on isolated topics or on a number of subjects not related to each other are sometimes submitted to the Board. Such syllabuses do not comply with Article 1 (c) of the Regulations which states that: "A course of instruction must be so arranged in respect of the duration of the several lessons and the duration of the course as a whole as to offer to the students opportunity of making a continuous and progressive study".

Responsible Bodies will appreciate the fact that in considering what subjects should be included under the Adult Education Regulations the Board have to take into account the provision normally made by Local Education Authorities for Higher Education. It is on this ground that the Board exclude from this field vocational courses, courses in Domestic Arts, or in Artistic or other Handicrafts, and courses of a more or less recreational character.

(ii) *Modern Languages*

Local Education Authorities are usually willing to provide instruction in modern languages where there is a real demand and the Board will not therefore be prepared, as a rule, to recognise such classes under the Adult Education Regulations.

In cases where the Responsible Body submits evidence that the Local Education Authority are not in a position to provide such instruction the Board will

recognise One Year Courses only, provided that the courses are conducted by well-qualified tutors and the students do home work regularly throughout the session.

If it is proposed to provide instruction in the rudiments of a foreign language the Board will rely on the Responsible Body to explore the possibility of carrying on the work in later years to a higher stage and will ask for an assurance that there is a reasonable prospect of this being done.

A course dealing with a foreign literature, if it is planned for students already possessing a working knowledge of the language, will be eligible for recognition. But if any such class is arranged, the syllabus should show clearly that the students have already an adequate knowledge of the language and do not need to be instructed in its rudiments.

The Board are also prepared to consider an application for the recognition of a class in Esperanto provided that the Responsible Body submits evidence, in advance, that the Local Education Authority are not in a position to provide such instruction. Courses in Esperanto will only be recognised as Terminal Courses.

(iii) *Elocution, etc.*

The Board will take no exception to courses in English Literature (or in Wales, Welsh Literature), Dramatic or other, on the ground that the class exercises will include the reading aloud, or recitation, of parts of the works studied, and the training of a student to give apt oral expression to what is intrinsically worth study as Literature. They are not prepared to recognise courses, whether under the head of Elocution or under the head of Public Speaking, which aim at training students in the art of expression without regard to the value or quality of what is expressed. The Responsible Body will be well advised to submit

beforehand a specially full syllabus if they seek the recognition of a class in which exercises in oral expression are to be a prominent feature.

In any case classes in which considerable attention is paid to the technique of Elocution will only be recognised as Terminal Courses.

(iv) *The Drama*

The growth of interest in the Drama is reflected in the increase in the number of applications for the recognition of courses in this subject

Courses designed for the serious study of the Drama are eligible for recognition under the Adult Education Regulations. A course in this subject, as in other subjects, must include lectures by the tutor, class discussion and, in the appropriate cases, written work done at home. Naturally the reading of plays will form a part, but only a part, of the work done during the course. Some classes may be interested in the production of plays as an activity outside the course, but rehearsals for such plays must not be undertaken as part of the work recognised for grant.

Classes which meet merely for the purpose of reading plays are not eligible for recognition under the Adult Education Regulations.

23rd May, 1932.

APPENDIX B

ADULT EDUCATION IN SCOTLAND

THE Adult Education Movement is indigenous to Scotland. Professor John Anderson of Glasgow, in virtue of his scientific classes for artisans, and of the College founded by his bequest (1795), is generally acclaimed as one of the pioneers of the modern movement in Great Britain. Scots like Leonard Horner, Professor James Stuart and Lord Haldane played a large part in its subsequent development. The present provision for adult education is, however, far behind that of England, and the organisations concerned with it much weaker in finance and influence. The Workers' Educational Association in Scotland is almost entirely a post-War development and has been hindered by the prolonged depression which has been peculiarly severe in the Scottish industrial areas. It is only within the last few years that the Universities have undertaken any considerable extra-mural activities. No direct grants are given by the Scottish Education Department, and there is no special code for adult classes. Thus the establishment of classes is dependent largely on the discretion of Local Education Committees, and it is therefore peculiarly susceptible to the chronic popular cry for "economy". The sympathetic interest now aroused in academic circles is one of the most tangible assets.

PRESENT ORGANISATION

1. *Voluntary.*

The Workers' Educational Association (Scotland) constitutes, since 1918, a District of the National

Workers' Educational Association and is controlled by the usual Council and Executive, who employ a full-time Organising Secretary with an office in Glasgow. It has (1931-32) 12 branches, with 32 affiliated societies and 762 individual members. 14 societies are directly affiliated to the District, which has also 61 individual members.

The Edinburgh Workers' Educational Association was formerly the Edinburgh Branch of the Workers' Educational Association, but seceded in January 1926. Its activities are confined to the city of Edinburgh.

The Workers' Educational Trade Union Committee has a Scottish District Committee, formed in 1920, which now contains representatives of the Iron and Steel Trades' Confederation, the Union of Post Office Workers, the Railway Clerks' Association, the Engineering and Shipbuilding Draughtsmen, the National Society of Operative Printers and Assistants, the Transport and General Workers, the Society of Pottery Workers, the National Union of General and Municipal Workers, the Civil Service Clerical Association, the Scottish Trade Union Congress and the Workers' Educational Association.

The National Council of Labour Colleges has a number of locally affiliated organisations. There are two secessionist bodies, operative chiefly in the Glasgow area—the Scottish Labour College and the Workers' College.

The only Rural Community Council is that for the County of Angus. An attempt to extend the organisation is being made by the National Council of Social Service.

The Adult School movement is small and is confined to a few areas—especially Glasgow, Kilmarnock and Montrose. The Young Men's Christian Association has Institutes in most industrial centres and carries on some educational work, mostly on religious or recreational lines. Both these bodies have co-operated with

the Workers' Educational Association in organising classes. There are University Settlements in Edinburgh (New College, Pleasance), Glasgow (Queen Margaret College, Anderston) and an independent one in Dundee (Grey Lodge). A Settlement was started by the Pilgrim Trust at Bellshill, Lanarkshire (1931), study circles and instruction in handicrafts are offered.

The Women's Institutes are widespread in rural areas and undertake informal educational activities, particularly in Domestic Economy and Drama.

Dumbartonshire Education Committee has organised voluntary groups among its adult students.

2. *Universities*

Glasgow.—The Extra-mural Committee for Adult Education, formed in 1924, comprises 8 representatives of the University, 1 tutor nominated by the Tutors' Association, and 8 representatives nominated by the Workers' Educational Association, of whom 2 are representatives of the Co-operative Movement. This Committee finances and controls a number of classes in the West of Scotland.

The West of Scotland Joint Committee for Adult Education comprises 5 representatives of Glasgow University, 7 of the Workers' Educational Association, and 2 of such Education Committees in the provincial district as associate themselves (at present 6). It is an advisory and co-ordinating body.

Edinburgh.—The Extra-mural Committee, formed in 1929, is a purely University body. It finances, wholly or partly, classes in South-east Scotland.

The South-east of Scotland Joint Committee, also advisory and co-ordinating, includes 4 University representatives, 2 from each of seven Education Committees, 1 from the Workers' Educational Association (Scotland), 2 from the Edinburgh Workers' Educational Association, and one from the British Broadcasting Corporation.

Aberdeen.—The Aberdeen University and District Adult Education Committee comprises 5 members of the University Court (one a tutor nominated by his colleagues) and representatives of three Education Committees, of the local Workers' Educational Association, Workers' Educational Trade Union Committee, Independent Labour Party, Trades Council, and Co-operative Society. The Court finances certain types of classes from the Kilgour Fund, an endowment transferred from the Mechanics' Institute.

St. Andrews.—The Adult Education Committee consists of 12 University nominees, representatives of 4 Education Committees, and 5 appointed by local Workers' Educational Association Branches. The University policy is, nominally, elaborated by a small Committee reporting to the Senate. Courses of varying grades have been formulated and offered to Local Education Authorities for conduct by members of the University staff.

3. *Local Education Authorities*

Apart from those provided by the Universities, classes are almost entirely dependent on Local Education Authority provision.

The Local Education Authorities were, from 1918 to 1930, *ad hoc* bodies in cities and counties, but, in terms of the Local Government Act of 1929, are now Committees of four city and thirty-one County Councils. Their composition and degree of dependence on the Council is variable. Local Education Authorities were empowered by the Scottish Education Act, 1918, section 15 (10), "to provide for the attendance at Continuation Classes of adults in the subjects of a liberal education".

Owing to the absence of a special code there is no clear differentiation between adult and continuation classes. The former are now usually distinguished through recognition by the Joint (Advisory) Com-

mittees. They carry no guarantee of continuity of existence, nor of special status or emoluments for the tutor.

4. *National Bodies.*

A Scottish Committee of the British Institute of Adult Education was formed in 1928 and is now styled the Scottish Branch, with a Council and Executive. It includes (unofficially) representatives of the Universities, Local Education Authorities and voluntary bodies, and holds annual conferences. It seeks to obtain and disseminate information, to establish and maintain contacts among adult educational agencies, and to represent their interests to the State.

The British Broadcasting Corporation employs an Adult Education Officer in Scotland and has organised a number of listening groups, chiefly in rural areas.

5. *Finance*

No grants are made for adult education by the Scottish Education Department.

Local Education Authorities are empowered by the Act of 1918 to provide adult classes. The normal procedure is that tutors are technically made members of the Continuation Class staffs at varying rates of remuneration. The Local Education Authority also provides accommodation, advertising and, in some cases, books. Very rarely a grant is made to the Workers' Educational Association to enable it to finance a class, ordinarily the class is directly financed and controlled by the Authority.

The Workers' Educational Trade Union Committee formerly (1920-31) contributed to the salary of a full-time tutor, having first call on his services for the conduct of classes for members of affiliated Unions; several classes were carried on thus independently of Local Education Authorities and Universities.

It now contributes to the Workers' Educational Association only for organising purposes, and provides scholarships, remission of fees, etc., for its members.

Glasgow University provides an annual sum to cover the fees of tutors conducting classes under the auspices of its Extra-mural Committee and the administrative expenses of the Committee, and contributes also to the funds of the Workers' Educational Association, besides remunerating the Workers' Educational Association District Secretary as Joint Secretary of that Committee.

Edinburgh University allocates an annual sum to enable its Extra-mural Committee to provide classes, week-end schools, lectures, etc. It also contributes to the organising funds of the Edinburgh Workers' Educational Association.

Aberdeen University Court makes an annual grant to the District Adult Education Committee, the greater part of which is expended on tutors' fees.

The Universities and Technical and Commercial Colleges administer certain endowed lectureships designed at least partly for adult students, *e.g.* Stevenson Lectures in Citizenship (Glasgow University), Elder Lectures in Astronomy (Glasgow Technical College).

6. *Adult Classes.*

Classes financed by the Universities are not subject to Regulations or inspection, but tutors and representatives of students report annually to the University Committees. A graded classification has been adopted by the West of Scotland Committee. While classes are arranged for one session only, they are frequently continued in successive years in such a way as to treat different aspects of the subject, often at a progressively advanced standard, so as to constitute a cycle covering from three to six years.

Classes financed by Local Education Authorities are carried on under the Continuation Classes code

and are liable to inspection. The code was amended in 1926. Circular 72 to Local Education Authorities (12/4/1926), Appendix (2), refers particularly to "Classes for Adults in the subjects of a Liberal Education" The establishment of a distinctive code for adult classes and of an Advisory Committee on Adult Education has been repeatedly pressed on the Scottish Education Department by the Workers' Educational Association and latterly by the British Institute of Adult Education, but so far without avail. Direct grants for adult classes from the Department have also been refused as inconsistent with the general policy of Scottish educational finance.

7. Book Supply.

In county areas a box of books is normally supplied to a class for its duration, the tutor being asked to draw up a list of suitable works. Section 5 of the 1918 Act gave powers to supply books "as an ancillary means of providing education to the adult population". County Libraries now exist in every county but one, and under the 1929 Act are brought into close relation with education, being under the Education Committee of the County Council. In areas served by a burgh library the methods vary, it is less common than in the counties for books to be put entirely at the disposal of a class. Relations between the County Library system and that previously operating in the smaller burghs, now in some respects placed by the 1929 Act under the control of the County Council, have thereby become a matter of acute controversy.

Books not locally available can be, and frequently are, obtained for individual students and classes through the local library from the Central Library for Students established by the Carnegie Trust at Dunfermline. A few classes have drawn on the libraries of learned societies; others have established their own by purchase.

8. *Other Activities*

A number of Week-end and One-day Schools, financed by the Workers' Educational Trade Union Committee, are held every summer and are attended chiefly by students with scholarships from their Trade Unions. The Glasgow Workers' Educational Association has also arranged Week-end Schools for its members.

The Edinburgh Extra-mural Committee and the Workers' Educational Association (with the aid of a grant for extension work from the Carnegie Trust) have latterly carried on propaganda schools

Various other bodies, such as the Young Men's Christian Association, League of Nations Union, Student Christian Movement, Christian Social Union, Union of Democratic Control, etc., regularly hold Conferences of the week-end school type and educational in character.

Summer Schools of a week or a fortnight's duration have been held nearly every year since 1921 by the Workers' Educational Association (Scotland). The absence of financial assistance from public funds and the scarcity of suitable accommodation have been serious disadvantages. Summer schools have also been held occasionally for the study of Drama and by various political and other bodies.

Lecture Courses under the auspices of local Workers' Educational Association Branches or of the Scottish Council are frequently held, and are usually open to all without charge. The services of lecturers are given voluntarily. A large and varied provision of lectures of more or less educational value is available every winter under the auspices of religious, political and other bodies. The Universities, colleges such as the Glasgow Commercial College, philosophical and other learned societies, frequently offer lectures to the general public.

9 *Full-time Study.*

There is no full-time college for adults in Scotland. Attendance at ordinary University courses by adults has been traditional in Scotland, and is facilitated by the non-residential character and lecturing methods of Scottish Universities. Degrees obtained by spare-time study are not uncommon. Scottish students have attended, with or without scholarships, such centres as Ruskin College, the Labour College, the Co-operative College and the International People's College in Denmark.

10 *Tutors.*

There has so far been only one full-time tutor in Scotland, employed by the Workers' Educational Association, formerly in conjunction with the Workers' Educational Trade Union Committee, latterly with the Edinburgh University Extra-mural Committee.

Tutors taking one or more classes are usually University lecturers or assistants, or teachers in secondary schools with high Honours degrees in the subject taught.

The "standard rate" of remuneration, approved by the Universities and some Local Education Authorities, is £2 10s. per class meeting of two hours, a full course usually comprising twenty meetings. The average actually paid is in practice considerably less.

A Scottish Tutors' Association was formed in 1927, and is affiliated to the Association of Tutors in Adult Education. It is represented on the Glasgow University Extra-mural Committee. It has a membership of between twenty and thirty, mainly in the Glasgow area, where a local group meets regularly.

APPENDIX C

ADULT EDUCATION IN WALES

THE ORIGIN AND GROWTH OF THE MOVEMENT

It is probably not untrue to say that the very rapid growth of the Adult Education Movement in Wales was made possible by a long tradition which had, among other things, fostered in the population a keen sense of the importance of discussion. It is only in very recent times that the contacts between the traditional culture and the official system of education have become at all effective. These contacts are giving to the movement in Wales some of its peculiarly individual features and are also bringing about marked changes in the character of the native tradition itself.

It may be useful to single out, as the chief agencies which contributed to the formation of the native tradition, the creative impulses which were derived from the religious revival of the eighteenth century, and the development of the more literary and musical activities in the *Eisteddfod*.

Many spasmodic efforts had been made by individuals and societies to introduce some forms of learning into the country, but as they had been mainly of the "English, sums and soup" kind, it is not to be wondered that their story is one of comparative failure. It was not until the "circulating schools" of Griffith Jones of Llanddowror were developed in the middle of the eighteenth century that any really effective work was accomplished. These schools taught the majority of the inhabitants of Wales to read in the course of a single generation. This fact, coupled with a powerful

revival of religious enthusiasm, led, towards the end of the eighteenth century, to the establishment of the Welsh Sunday Schools on an extensive scale. They were attended by people of every age and class, the discussions were Socratic in form and were conducted in the Welsh language, and the institution has preserved its essential character to this day. It will be seen at once that, despite the fact that the discussions were confined to religious topics, the method of treatment presented closely parallel features to the most important characteristics of the modern Tutorial class.

The aesthetic side of life was developed mainly in relation to Literature and Music by means of the *Eisteddfod*; the crafts and the other fine arts were, however, almost wholly neglected. It is impossible to overestimate the importance of the *Eisteddfod* and its influence upon the cultural development of the population during the last hundred years. Competitive meetings and Literary Societies were organised in connection with chapels and churches, and in this way a life of considerable cultural intensity grew up in practically every locality throughout the country. The tradition so engendered developed more and more widely until it found a fairly complete national form in the annual National *Eisteddfod*, held alternately in North and South Wales. It is true to say that, on the whole, the *Eisteddfod* has preserved a continuous insistence upon the cultural value of Music and Literature, notwithstanding the many and different purposes which it has been made to serve. The outstanding moments of every *Eisteddfod* are still those of the chief choral and male voice competitions, the charring and the crowning of the bard. It is only within recent years that the arts and crafts have gained any recognition.

It is not surprising that the correlated activities of these agencies gave rise to a strong popular movement towards higher education, and as a direct result the University College of Wales, Aberystwyth, was

established in 1872, the University College of South Wales and Monmouthshire in 1883, and the University College of North Wales, Bangor, in 1884. The

1920 Thanks to the Welsh Intermediate Act, which was passed in 1889, Wales obtained a system of secondary education at an earlier date than the rest of the country.

But the University Colleges, on the whole, confined their attention to intra-mural activities, and were content to reach the workers of the country only indirectly through the teachers and the preachers whom they educated. Sir Henry Jones and Sir Owen Edwards were among the few honourable exceptions who appreciated the value and the potentialities of the native traditional culture, while R. D. Roberts did his utmost to champion the claims of University Extension work.

In 1903 the Workers' Educational Association began to work in Wales, and 1907 witnessed the establishment of an autonomous district for South Wales and Monmouthshire. Aided by members of the staff of the University College of South Wales and Monmouthshire, the work increased steadily, and a conference held at Cardiff to consider the question of adult education led to the formation of a Joint Committee for Tutorial Classes. After a period during which the classes were conducted under the auspices of the Glamorgan Education Authority, the Joint Committee took on full responsibility for classes in 1914-15.

Concurrently with this development, Oxford University began tutorial work at Wrexham in 1908, and the University College of North Wales actively interested itself in the quarrying districts of North Wales. The establishment of a pioneer class at Blaenau Ffestiniog was followed by the appointment at Bangor of a full-time tutor in 1910; and with the establishment of an autonomous District of the Workers' Educational Association in North Wales, the Adult Education

Movement made striking progress. In 1931 the University College of North Wales, Bangor, added three others to its staff of full-time tutors

The University College of Wales, Aberystwyth, began its extra-mural work in 1911, and with the appointment of a Director of Extra-mural Studies and two full-time tutors, the College extended its activities throughout the counties of Mid and West Wales.

The University College, Swansea, has been engaged in extra-mural work almost from its inception. It has appointed a full-time tutor for its extra-mural activities, and is engaged in developing this aspect of its work in the industrial areas of Western Glamorgan-shire, Carmarthenshire and Breconshire. The University Colleges, in common with other agencies concerned with adult education, meet the increasing demands which are made upon them by extensive employment of part-time tutors, who are chiefly members of the staffs of the University Colleges, teachers or ministers.

It was perhaps in the nature of things that the characteristic development of the movement in Wales should give rise to a persistent desire for the establishment of a residential institution in which the interests generated in the subjects pursued by the Tutorial classes could be brought to fuller fruition. The year 1927 saw the establishment of Coleg Harlech, the first college of its kind in Wales for adult education. It is staffed by a Warden, a Vice-Warden, two resident tutors and a part-time tutor in Handicrafts, who also share between them a considerable amount of extra-mural work in the small townships and the rural areas which are within reach of the college. Its students are drawn from all parts of the country, and are normally in residence for thirty-one weeks. The most recent experiment in its extra-mural activity was the introduction of craft work into its curriculum. The college organises Summer Schools in conjunction with the

Extension Board of the University of Wales, and this feature of its work has exercised an exceedingly wide appeal. It is recognised by the Board of Education for grant-earning purposes under Chapter IV of the Adult Education Regulations.¹

PRESENT ORGANISATION

The general administration of the work of adult education in Wales is carried out in the main by the following agencies

1. The University Extension Board, composed of members appointed by the University of Wales and its Constituent Colleges and of representatives of Local Education Authorities, together with six co-opted members. The Board was set up under Statute of the University "for the purposes of reviewing, co-ordinating, assisting and if necessary supplementing the extra-mural work of the Constituent Colleges, and to co-operate within and outside the University with bodies concerned with extra-mural education in Wales". The Board also administers a fixed annual grant which it receives from the University. Hitherto it has concentrated its attention upon receiving reports from the Joint Committees of the University Colleges and making general recommendations on questions of policy. It is in touch with bodies such as the Universities Extra-mural Consultative Committee, the Adult Education Committee of the Board of Education and the British Institute of Adult Education. To some extent it acts as a clearing-house of expert opinion on adult education in Wales, but apart from the distribution of funds, it does not exercise any control nor does it initiate work itself. Initiative and control are entrusted to the different Joint Committees. The Secretary of the University Extension Board is also the Secretary of the Council of the University of Wales.

¹ See Appendix A (1)

2. The Joint Committees at each of the four Constituent Colleges of the University. On the whole, the four committees are similar in constitution, and are composed of members of the Council and Senate, together with representatives of tutors, Local Education Authorities, Workers' Educational Association and, in some cases also, of some of the Trade Unions functioning within the area. The responsibility for the range of work undertaken, class programmes, appointments, etc., rests with these committees.

3. The North and South Wales Districts of the Workers' Educational Association. The District Councils organise classes under Chapter III of the Adult Education Regulations. Through the Workers' Educational Trade Union Committee, they effect contact with Trade Unions and arrange Week-end Schools and Saturday-afternoon Schools for members. Recently the South Wales District appointed an Organiser in West Wales.

4. The National Council of Music. This also is an Approved Association for conducting classes under Chapter III of the Adult Education Regulations. By arrangement with the Workers' Educational Association it organises all Terminal and One-year classes in Music. Recently it has organised musical festivals on a large scale. It publishes a magazine, *Y Cerddor*, and has formed a society for the promotion of musical taste—Cymdeithas Caredigion Cerdd.

5. Educational Settlements at Maesyrhaf Rhondda, Brynmawr, Risca and Merthyr Tydvil. These are recent developments largely due to the intense economic depression in South Wales. In addition to formal class work, in which they co-operate with the Workers' Educational Association and Constituent Colleges of the University, they have done much welfare work amongst the unemployed and attempt the organisation of small industries, e.g. weaving, furniture-making.

6. The Young Men's Christian Association. This

body is responsible for short courses at different centres, but works mainly in South Wales.

7. The Joint Committee for the Promotion of Educational Facilities in the South Wales Coalfields. Started with the aid of a grant from the Carnegie Trust, this committee promises to develop into a co-ordinating body for adult education in South Wales. The Education Committees of Monmouthshire, Carmarthenshire, Rhondda and Merthyr contribute grants in aid of administration, so enabling the initiation of a considerable amount of experimental work, *e.g.* in Drama and in Music

8. Coleg Harlech This College organises full-time courses and Summer Schools. The students are drawn mainly from University Tutorial classes and receive grants towards fees from their Trade Unions and from Local Education Authorities.

9. The Welsh National Council of the Association of Tutors in Adult Education. This body co-ordinates the work of the Branches at the Constituent Colleges and organises an Annual Conference.

10. The National Council of Labour Colleges This organisation has confined its activity mainly to South Wales. Its outlook is definitely Marxian and its organisers conduct courses mainly in Economics at different centres.

A quarterly magazine, *Cambria*, is published in conjunction with the South Wales District of the Workers' Educational Association at Cardiff. It aims at being the official organ of the movement in Wales

FINANCE

No special description of the finance of adult education in Wales is necessary, since the arrangements are similar to those in England, and these have already been described. Adult classes in Wales are, of course, administered under the Adult Educa-

tion Regulations of the Board of Education, as in England

THE CHARACTER OF THE MOVEMENT IN WALES

A more adequate recognition of the place of Welsh in education and life contributes substantially towards forming the character which the Adult Education Movement takes in those parts of the country in which the Welsh language is the chief medium of ordinary intercourse. The University is at present issuing a series of handbooks, similar in many features to the Home University Library, in which an exceedingly wide range of subjects is treated scientifically in the Welsh language. About a dozen volumes have already been published, and some have reached a third and fourth edition. There is ample evidence that this effort to use the native language as a medium of instruction is having considerable influence upon the thought and general attitude of large numbers in the country.

The dominant place which religion and theology have hitherto held in the interests of the people is reflected in the percentage of classes which are pursuing courses in Biblical Literature, Philosophy, Psychology and other subjects of a kindred nature. The extension of the movement has meant also a broadening of the field of study.

Elsewhere, in the more industrial areas, where the native language has largely fallen into disuse, the movement presents different features. In South Wales in particular, vast numbers have been crowded together in long narrow valleys and are almost wholly dependent upon the coal industry. It is thus inevitable that the inhabitants should tend to view their problems from a single angle, and this in itself constitutes a difficult problem for adult education. Very large numbers of the male population are members of the South Wales Miners' Federation, which has hitherto looked

mainly to the National Council of Labour Colleges for its educational work. The Miners' Welfare Committee in South Wales has not developed an educational programme, but the record in North Wales is far more satisfactory in this respect. Deep-reaching cleavages of thought upon political and economic issues increase the difficulties of adult education.

Further complications are introduced when the geographical character of the country is remembered. Not only must the movement cope with cultural differences which are very marked in different parts of the country, but difficulties of travel also make it hard for tutors who are engaged in the work to meet at sufficiently frequent intervals to secure effective co-ordination of their activities. This also explains the comparative neglect of certain rural areas. Steps are now being taken, however, to appoint full-time tutors in rural areas, and Pembrokeshire and Anglesey have already been provided for.

APPENDIX D

REGULATIONS FOR MATURE MATRICULATION¹

THE intention of this appendix is to give a general indication of the arrangements made by the different Universities for the matriculation of adult students. More detailed information, including the amount of the fee charged in each case, can be obtained from the Universities concerned.

The University of Oxford.

The Delegacy for Extra-Mural Studies has power to recommend adult students to the Hebdomadal Council for exemption from Responsions, such exemption making them eligible for matriculation without examination. Recommendations must be made in accordance with the following regulations

- (1) Students must not be under 23 years of age on the day of their matriculation
- (2) Students must have followed a systematic course of study over a period of not less than two years in a University Tutorial class or a University Extension class, or have been full-time students at a University College or at a Residential College for adult students for a period of not less than three terms, and must

¹ Thanks are due to the Central Joint Advisory Committee on Tutorial Classes for permission to use, in connection with this and the following appendix, matter contained in a pamphlet published by that Body in 1928. The information has, however, been completely revised and brought up to date.

be certified by their tutor as fit to pursue a course of study approved by the delegates in the University of Oxford.

In cases of exceptional merit adult students who have followed a course of systematic study for not less than three years may be recommended for the status of senior student, which enables them to be dispensed from the first public examination, to proceed at once to read for an honour school, and to take a degree after two years' residence.

The University of Cambridge.

In order to meet the needs of adult students who proceed to the University under a scheme administered by the Board of Extra-Mural Studies, there are special regulations which provide for modifications of the usual procedure:

- (1) The Board arrange for an adult student to be accepted as a member of a College prior to admission to the University.
- (2) An adult student entering the University under the direction of the Board may matriculate without having passed the Previous Examination. A student must, however, subsequently pass or be exempted from the Previous Examination before being allowed to enter for a Tripos or other examination leading to a degree.
- (3) Exemption from the Previous Examination may be granted by the University to adult students who are recommended by the Board as "fit to undertake a course leading to an honours degree" Such recommendations depend on the age, ability and educational record of the student.
- (4) The privileges of Affiliation may be granted by

the University to an adult student of exceptional qualifications who is specially recommended by the Board of Extra-Mural Studies, provided that he shall have followed courses of study in adult educational classes for at least four years, of which three years shall have been spent in University extra-mural classes or distributed between such classes and an institution for the full-time education of adults. The privileges of Affiliation consist of exemption from the Previous Examination and permission to take an honours degree in two years instead of the customary three.

The University of London.

Persons over 23¹ may apply for admission to the Special University Entrance Examination instead of entering for the ordinary Matriculation Examination. The Examination is conducted by printed papers, together with a *viva voce* examination in every case in which the Examiners decide that it is necessary.

Candidates must write individually, not less than five clear weeks before the examination, to the External Registrar for an entry form, which must be returned by a specified date (four clear weeks before the date of the particular examination). The examination is held in London only.

Candidates are examined in either 4 or 5 subjects, which must be selected from the following groups

- (1) English (obligatory on all candidates)
- (2) Elementary Mathematics or Logic

¹ The Examination is also intended for persons of 19 years of age and upwards presenting certain certificates from Dominion or Colonial Universities, or Indian or foreign certificates from certain academic or other educational authorities. For complete details see the Regulations relating to the Special Entrance Examination, University of London, 1931.

(3) Candidates are required to select their third subject according to the degree to which they are proceeding, as set out below.

Divinity Latin, Greek, or New Testament Greek.

Arts, Music Latin, Greek, French, German, Spanish, Italian, or Dutch, but candidates proceeding as Internal Students to the Intermediate Examination in Arts with Latin will be required to pass in Latin

Laws Latin, History (English), or a subject of the Intermediate Laws Examination (*i.e.* Roman Law, Jurisprudence, Constitutional Law).

Medicine, Pharmacy. Chemistry, Physics, Botany, Zoology or General Biology.

Science (including Agriculture, Horticulture, Veterinary Science) Physics or Chemistry.

Engineering Mathematics (More Advanced), Mechanics, Physics, or Geometrical and Mechanical Drawing

Economics, Commerce Economics, History (English) or Geography.

(4) The Fourth Subject must be selected by the candidate *either* from among those given under Groups 2 and 3 above, provided that it has not already been taken, *or* from among the following History (Modern European, or Ancient, or British Empire), British Constitution, Geology.

(5) English-speaking candidates who do not take one of the Languages given under Group 3 above as one of their fourth subjects must take, as a fifth subject, an alternative paper in one of the Modern Languages given in that Group. This paper will consist only of translation from the foreign language into English, and will occupy one hour.

There are certain other limitations in relation to the grouping of subjects, *e.g.* candidates may not

offer both Greek and New Testament Greek, or Botany or Zoology in addition to Biology, etc.

The Joint Matriculation Board of the Universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham

(1) Only *bona-fide* students intending to enter on a degree course at one of the five Universities are eligible for examination.

(2) Candidates must, after interview by the Board, submit themselves to such oral and written examination as the Board considers necessary. The examination will vary according to the interests and qualifications of individual candidates. No syllabus is laid down, but normally each candidate is required to write an English essay, and to answer questions on non-technical subjects chosen by himself with the approval of the Board, or bearing on the University course upon which he desires to enter. The examination itself is not conducted by the Joint Board, but each University arranges the examination for candidates of mature years who wish to enter by this special avenue.

Armstrong College, the University of Durham.

Candidates over 23 years of age may be permitted to matriculate if they produce satisfactory evidence of educational attainments and can reasonably be expected to pursue with advantage the course of study proposed. Cases are considered individually on their merits.

This arrangement applies only to candidates whose native language is English.

The University of Bristol

Under exceptional circumstances Senate may declare eligible for matriculation a candidate over the

age of 23 on his submitting to Senate such evidence of his previous attainments as may be deemed sufficient. The evidence required includes particulars of the candidate's previous education and of his subsequent career. Applications are considered individually on their merits.

The University of Reading.

A special examination is held for approved candidates who are at least 25 years of age.

Each case is considered on its merits, but candidates are usually expected to offer four subjects in an examination held in April. In the case of a candidate proposing to read for a degree in the Faculty of Letters, Latin must be one of the subjects offered; in the case of a candidate proposing to read for a degree in the Faculty of Science or the Faculty of Agriculture and Horticulture, he is normally expected to include one or more of the subjects which he proposes to offer in the Intermediate examination.

The University of Wales

Candidates who are at least 23 years of age may be excused the Matriculation examination on satisfying the authorities of the College concerned that they are educationally fitted to enter upon a Degree course.

Candidates may be required to satisfy the College in an essay test in English or Welsh, and in certain other subjects (*e.g.* Latin, Greek or Mathematics) which they intend to offer in the Intermediate examination.

The conditions vary slightly at the different Constituent Colleges, and candidates are recommended to apply to the Registrar of the particular College as soon as possible before they intend to embark upon their studies.

APPENDIX E

PARTICULARS OF SCHOLARSHIPS AND BURSARIES FOR ADULT STUDENTS

INTRODUCTION

SCHOLARSHIPS and bursaries for adult students are provided by certain Universities and Residential Colleges, by Adult Education bodies, by Local Education Authorities and by certain other bodies, including Educational Trusts, the Trades Union Congress General Council, etc

This appendix includes particulars of special Adult Education scholarships and bursaries only. All Local Education Authorities may, if they wish, make grants to adult students attending some place of higher education, and many have already done so, usually to supplement scholarships or bursaries awarded by Universities or Colleges¹ Many Authorities state that they are prepared to receive applications from adult

¹ The following Local Education Authorities, in addition to those mentioned in Section 5, have already made grants to adult students attending some place of higher education (grants to such students attending a University are indicated by "U", to those attending a Residential College by "R") Birkenhead (R), Blackburn (R), Brighton (R), Bristol (R), Burton-on-Trent (U), Carmarthenshire (U), Cambridgeshire (U), Coventry (R), Derbyshire (UR), Devon (R), Dewsbury (U), East Ham (R), Gateshead (UR), Gloucester (U), Halifax (R), Huddersfield (R), Ipswich (R), Kesteven (U), Leicester (UR), Lincoln (U), London (UR), Newcastle-on-Tyne (R), Newport (R), Northampton (R), Northumberland (R), Nottingham (UR), Oxford (R), Portsmouth (R), Preston (R), Sheffield (U), Smethwick (R), Somerset (R), Staffordshire (UR), Surrey (R), Warwickshire (R), West Ham (UR), Wigan (R), Wolverhampton (R), York (R)

students for grants or loans, and that all such applications will be considered on their merits. A number of Education Authorities state also that their Major Scholarships or Higher Exhibitions, which are normally awarded to secondary school pupils, may, in exceptional cases, be awarded to other candidates. Similarly, Universities and University Colleges have funds out of which grants and loans may be made for the assistance of students, and there is nothing to prevent any adult student offering himself as a candidate for University Entrance scholarships or studentships by taking the appropriate examination. Both Education Authorities and University bodies are, however, coming more and more to realise that the circumstances of adult students—their educational background and the scope of their knowledge—are different from those of the normal candidate for entrance to a University or College, and special scholarship schemes are becoming more numerous. It is with these that the present appendix is concerned.

The information is further confined to scholarships and bursaries tenable at regular courses, and to special awards. Most University Joint Committees and many Local Education Authorities offer scholarships tenable at residential Summer Schools and other special courses. These are, of course, of relatively small amounts and are too numerous to be included here.

Most Universities grant remission of fees, if necessary, to students awarded scholarships or bursaries by other Authorities.

I UNIVERSITIES AND UNIVERSITY COLLEGES

OXFORD DELEGACY FOR EXTRA-MURAL STUDIES

The scholarships awarded by the Oxford Delegacy vary in number and value according to the funds at the disposal of the Delegacy, but several are usually offered each year, and their value is calculated to meet

the actual financial needs of the students, so that they may be free from financial anxiety through the tenure of the scholarship. It is estimated that for an unmarried student who is admitted to a College a total sum of £225 a year is required to meet the cost in terms and vacations. The awards are made normally for two years, subject to review at the end of the first year.

While the Delegacy may feel obliged to give prior consideration to suitable members of Oxford Tutorial classes or Extension courses, other qualified students will receive consideration. It is necessary, however, that candidates should have done a sufficient amount of systematic study in an adult class or course to qualify them for university work of an honours standard or one approximating thereto.

The awards are made after consideration of the written work submitted by the student and his, or her, general qualifications, and after the candidate has been interviewed by the Delegacy. The courses of study to be followed by successful candidates are arranged by the Delegacy in consultation with the students concerned. Wherever possible, arrangements are made to secure the admission of students to a College and to bring about their full participation in the life of the University.

Applications must be sent in not later than February. Forms of application and other particulars may be obtained from the Secretary, The University Delegacy for Extra-mural Studies, Rewley House, Wellington Square, Oxford.

CAMBRIDGE BOARD OF EXTRA-MURAL STUDIES.

The bursaries offered by the Cambridge Board of Extra-mural Studies are awarded in the first instance for one year. In practice they are generally renewed for three years to enable the student to take a degree. The awards are not confined to students attending Cambridge Tutorial classes or Local Lecture Centres.

Candidates are required to submit a specimen of their written work and other evidence of their fitness to profit by a University course

The bursaries, supplemented by grants from Local Education Authorities, Educational Trusts, Colleges and other bodies, are of sufficient value to cover all reasonable tuition and living expenses in Cambridge during the University terms.

Applications should be sent in not later than February. Forms and other information may be obtained from the Secretary, The Board of Extra-mural Studies, Stuart House, Cambridge

HULL UNIVERSITY COLLEGE.

An adult scholarship and bursary, each of the value of £50 per annum, are offered annually. Both may be held by the same person. They are intended primarily for students from classes organised by the Department of Adult Education, but other adult students may be eligible. They are given for the purpose of enabling such students to take full-time internal courses at the College.

Other bursaries may be awarded in special circumstances.

The adult scholarship and bursary are awarded on the result of a written examination at which candidates may offer a subject of their own choosing, in addition to an English Essay, which is compulsory. No age limit is imposed. In cases where successful candidates have not matriculated, a year is allowed between the time of the award and that of entering the College, to enable them to obtain this qualification.

LEICESTER UNIVERSITY COLLEGE—VAUGHAN COLLEGE.

Vaughan College offers "Sir Arthur Faire" bursaries to adult students to enable them to attend courses at University College, Leicester, or elsewhere. Unfortunately there is, at present, a negligible yield

from the capital fund, but it is hoped that the income will revive.

LIVERPOOL UNIVERSITY

The John Brown Paton Scholarship is offered by the University Extension Board every two years. The value is £120. It is open to students who have shown marked ability in Tutorial classes or other courses conducted by the University Extension Board. The scholar is elected by the Senate on the nomination of the Vice-Chancellor and the Chairman and Secretary of the University Extension Board.

LONDON UNIVERSITY EXTENSION AND TUTORIAL CLASSES COUNCIL

(1) *Scholarships for Adult Students*.—The University Extension and Tutorial Classes Council offers scholarships to enable adult students (mainly wage-earners), whose means are otherwise insufficient for the purpose, to undertake a course of full-time study in the University. The scholarships are intended for men and women who have studied systematically for not less than two years in University Extension courses or Tutorial classes. They are not intended for the purpose of professional training or advancement.

The scholarships are awarded in the first instance for one year and are renewable in some cases until a three-year course has been completed. They are intended to cover not only the cost of the course, examinations and books, but also an allowance for maintenance during term and vacations.

The minimum age limit is 20 years, there is no maximum age limit.

(2) *Robert Davies Roberts Memorial Scholarship*.—One scholarship is offered annually in connection with the scheme for Diplomas in the Humanities. It is awarded (on the recommendation of the University

Extension Committee of the University Extension and Tutorial Classes Council) by the Gilchrist Trustees to a London student who has completed the first two years' work for the Diploma. The value of the scholarship is £14 and should in ordinary circumstances be sufficient to cover the fees for admission to the courses, the fees for the Interim and Final examinations, the cost of books, and other necessary expenses. The continuation of the scholarship after the first year is dependent upon a satisfactory report on the student's work during that year.

(3) *Exhibitions at the London School of Economics and Political Science.*—Six exhibitions of an amount sufficient to pay fees for lectures and classes at the School for one year are offered each session for competition amongst University Extension students. The awards are made by the University Extension Committee of the University Extension and Tutorial Classes Council. These exhibitions are in two groups: (a) Three exhibitions to students for the Diploma in Economics and Social Science who wish to complete the course for that Diploma at the School. (b) Three exhibitions to students who, being matriculated students of the University, desire to work for the B.Sc. (Econ.) or the B.Com. degree. Holders of these exhibitions are also paid £2 for the purchase of books. The exhibitions are awarded in the first instance for one year and are renewable, subject to satisfactory reports, for a second and third year.

(4) *Other Facilities for Tutorial Class Students.*—(a) Diploma in History.—University College will admit one approved student each year to the full-time course on payment only of a registration fee of £1 11 6, and a number not exceeding four approved students to the part-time course at reduced fees, namely, £2 2s for each of the first three years, and £1 1s for the fourth year. (b) Diploma in Literature.—King's College will provide one free place each

year for a selected student taking the full-time course, and admit not more than four selected students to the part-time course at half fees, namely, £2:5s for each of the first three years, and £3 for the fourth year (c) Diploma in Economics and Social Science.—The London School of Economics and Political Science will admit free one approved student taking either the one-year or the two-year course, and a number not exceeding four approved students to a two-year part-time course at half fees, namely, about £5:5s per session

NOTTINGHAM UNIVERSITY COLLEGE

A clause in the regulations governing the Revis Bequest makes it possible to draw upon the fund for "Scholarships or grants for students who, after attendance at Extra-mural classes, are qualified to attend courses of Intra-mural study at the College" Applications are considered on their merits, and the amount of the award is adapted to the need in each case.

The Miners' Welfare Adult Education Joint Committee for Nottinghamshire and Derbyshire (a Joint Committee of the District Welfare Committees and the Delegacy for Extra-mural Studies of the University College) offers one full-time scholarship to enable a student in the mining industry, who has attended Extra-mural classes, to follow a Degree course at the College. The value is about £120. The Committee also offers six scholarships, value about £50 each, to enable similar students to attend part-time day courses of general education at the University College. The full-time scholarship is awarded a year in advance to enable the successful candidate to matriculate.

The College is considering the institution of a special Entrance Scholarship Examination for adult students.

(See also under Nottinghamshire Education Committee, Section 5.)

SHEFFIELD UNIVERSITY.

Arthur Markham Memorial Prize.—A prize of the value of about £75 is offered annually, as a memorial to the late Sir Arthur Markham, Bart, for an original composition (*e.g.* the best short story) The character of the composition is changed each year. Candidates must be either (*a*) men or youths engaged in manual work in or about a coal mine in England, Scotland or Wales, and be in receipt of weekly or daily wages; or (*b*) men or youths who have been so engaged but who have been injured in the course of their employment.

Entry forms may be obtained from the Registrar of the University of Sheffield, to whom the original composition must be sent, usually in March of each year.

SOUTHAMPTON UNIVERSITY COLLEGE

An Extra-mural scholarship of the value of £50, tenable for one year, is awarded annually to a student of Workers' Educational Association Tutorial classes who has completed at least one three-year course and has entered upon his second three-year course.

In special circumstances the scholarship may be renewable.

The Matriculation qualification for entry may be waived, but the candidate must pass an English Essay test.

2 RESIDENTIAL COLLEGES

AVONCROFT COLLEGE, OFFENHAM

There are no special scholarships offered by the College, but grants are given from a bursary fund according to the needs of the student and the amount available. The Worcestershire County Council scholarship (see Section 5) may be held at the College, and several other Authorities have given grants in aid

of students from their areas. The Junior scholarships offered by the Ministry of Agriculture to the sons of agricultural workers and others are tenable at Avoncroft, among other Colleges. The curriculum includes Elementary Agricultural Science (Chemistry, Biology and Physics), Rural Economics, Social and Industrial History, European History, and Literature. Information may be obtained from the Principal, Avoncroft College, Offenham, Evesham

(See also under Educational Settlements Association, Section 3.)

CATHOLIC WORKERS' COLLEGE, OXFORD

There are no founded scholarships, but a number of bursaries are provided from year to year by individuals and local committees. In all cases the bursary covers College fees and usually includes also an allowance of from £20 to £30 for personal expenses. The main subjects of the curriculum are Moral Philosophy, Economic Theory and History, and Philosophy of Religion. Second-year students usually work for the University Diploma in Economics and Political Science. Information may be obtained from the Principal, Catholic Workers' College, Oxford.

COLEG HARLECH.

Bursaries of the value of £75 are offered to students who have attended University Tutorial classes or classes of a similar character. Courses are provided in Welsh and English History and Literature, Economics and Economic History, Political Science, Philosophy, Psychology, Handicrafts, Physical Training. Applications should be sent to the Warden, Coleg Harlech, Harlech, North Wales, who will also advise applicants with regard to possible sources of financial help.

(See also under Educational Settlements Association, Section 3, and Rhondda Education Committee, Section 5.)

CO-OPERATIVE COLLEGE, MANCHESTER

For particulars of scholarships and bursaries, see under Co-operative Union, and Royal Arsenal Co-operative Society, Section 3

The curriculum of the College includes subjects connected with the History, Principles and Methods of Co-operation, Constitutional, Industrial and Political History, Economics, Citizenship, Sociology, Ethics, Education, Public Speaking, and technical subjects connected with the Co-operative Movement.

Applications for scholarships should reach the Secretary, Education Department, Holyoake House, Hanover Street, Manchester 4, not later than April 1st.

FIRCROFT COLLEGE, BOURNVILLE.

A number of bursaries, value £50 each, are offered annually, some of which are allocated to students from Workers' Educational Association classes or from Educational Settlements or from abroad. Where necessary, the amount of the bursary may be increased to cover the full fee of £75. At least one full bursary is offered by the Old Crofters' Guild. Students usually enter in the autumn, but vacancies may occur at the New Year or at Easter. The subjects in the curriculum include Economic Theory and History, Industrial Organisation, Geography, European History, Constitutional History, History of Politics, Literature, Philosophy, Ethics, Psychology and Logic. Information may be obtained from the Bursar, Fircroft College, Bournville, Birmingham.

(See also under Educational Settlements Association and National Adult School Union, Section 3, and Bournville Works Councils, Section 4.)

HILLCROFT COLLEGE FOR WOMEN, SURBITON

Bursaries have been established by the Gilchrist Trust, the Educational Settlements Association, the

Old Hillcrofters' Association, the Old Girtonians, the Royal Holloway College Association, Roedean School, St. Leonard's School, and collectively by the sixth forms of a number of schools. Scholarships have occasionally been given by Bedford College, Somerville College, Colchester High School, Nottingham High School and Birklands School. In addition, eight bursaries have been established by individuals.

The bursaries range from £35 to the total College fees (*i.e.* £80), but they are frequently divided or combined as is rendered necessary by the circumstances of the student. The method of selection is, first, to come to a decision concerning the suitability of the student, and then to enquire as to her financial needs and make grants accordingly. An increasing number of Local Education Authorities are giving grants to assist students from their areas.

The curriculum includes the following courses: Social and Economic Studies (Administration, Economics, History), Literature, Arts and Handicrafts, Religion, Psychology, Science (Biology, Physiology and First-aid, and Geography). Careful attention is given also to Physical Education. Applications for bursaries should be sent to the Principal, Hillcroft Residential College, Southbank, Surbiton, before the end of April (for the September term), or before the end of September (for the January term).

(See also under Educational Settlements Association and National Adult School Union, Section 3, and Bournville Works Councils, Section 4.)

RUSKIN COLLEGE, OXFORD

The fee charged for board, residence and tuition is £100 for the College year: three terms of eleven weeks each, from the first week in October to the first week in July, with three weeks vacation at Christmas and four weeks at Easter.

Students require, in addition to the College fees, a

sum of about £35 to cover personal expenses: travelling, laundry, books, etc.

The following scholarships are available annually Trades Union Congress General Council (6), for members of Unions affiliated to the Trades Union Congress; Central Joint Advisory Committee on Tutorial classes (4), for Tutorial class students, Royal Arsenal Co-operative Society (1), National Society of Operative Printers and Assistants (1); Bournville Works Men's and Women's Councils (2), Ruskin College Governing Council (4), viz (a) Women's Scholarship, for women actively engaged in the Labour and Co-operative Movements, (b) Buxton Memorial Scholarship, for agricultural workers, (c) Anne L. Graffin Scholarships (2), for miners

In addition to the above scholarships the following Education Authorities provide scholarships or grants: Durham County, Glamorgan, West Riding Other Education Authorities are prepared to consider the provision of grants to suitable applicants

One-year and two-year courses are arranged, and the subjects in the curriculum include Economic Theory and History, Public Administration, the Labour Movement, Social, Constitutional and Political History, Political Theory and Institutions, Psychology, Literature and Foreign Languages A number of the students prepare for the University Diploma in Economics and Political Science.

Information regarding entrance to the College can be obtained from the Secretary, Ruskin College, Oxford

(See also under the different bodies mentioned, Sections 3, 4 and 5)

WOODBROOKE SETTLEMENT

A limited number of bursaries, provided by members of the Society of Friends, are available, and particulars may be obtained from the Wardens.

The general curriculum embraces Literature and History, study of the Bible, Church History, the principles of Quakerism, and the study of present-day conditions, economic and political, social and international. In connection with Birmingham University, a strong social course has been instituted leading to the Social Service Diploma of the University.

(See also under Educational Settlements Association, Section 3)

3 OTHER ADULT EDUCATION BODIES

CENTRAL JOINT ADVISORY COMMITTEE ON TUTORIAL CLASSES.

(1) *The Cassel Scholarships*.—For the past few years the Trustees of the Sir Ernest Cassel Educational Trust have distributed grants amounting to £1000 each year on the advice of the Central Joint Advisory Committee, for the purpose of providing scholarships to enable Tutorial class students to undertake courses of full-time study for one academic year, either at a University or at Ruskin College. Where the scholarship is held at Ruskin College the student is required to attend some courses in the University.

Candidates must be past or present members of Tutorial classes, and must be nominated by the Joint Committee responsible for the class attended. The award is made after consideration of the written work submitted by the candidate and evidence of general qualifications.

The amount of each scholarship is at the discretion of the Committee, but it does not exceed £125. Supplementary allowances may be made out of a further sum placed at the disposal of the Committee by the Trustees to scholarship holders who have family obligations.

The purpose of the scholarships is to assist students

who, after a period of full-time study, intend to return to their former occupation, or to serve the working-class movement in some capacity, they are not intended for professional training

Applications should be sent in by April 14th, forms may be obtained from the Central Joint Advisory Committee on Tutorial Classes, 38A St George's Road, London, S.W.1

(2) *The Gilchrist Grant*—The Gilchrist Trustees give grants to the amount of £150 each year, on the advice of the Central Joint Advisory Committee, to necessitous Tutorial class students who are undertaking a full-time course of study at a University. The grants are small and are not intended as bursaries, their purpose is to assist students who are meeting the major part of the cost of their course from other sources. Application forms may be obtained from the Central Joint Advisory Committee, as above

CO-OPERATIVE UNION

(1) *"Neale" and "Hughes" Scholarships*.—The Co-operative Union award two scholarships, the "Neale" and "Hughes" scholarships, which are tenable at Oriel College, Oxford, and are of the value of £100 each. They are tenable for three years, with the possibility of renewal for a fourth year on receipt of a satisfactory report. Candidates must be between the ages of 16 and 21, and are required to read for an honours degree. Consideration is now being given to a scheme providing for the holding of the scholarships alternately by older students who have been members of classes organised by Co-operative Societies and Joint Tutorial Classes Committees. One scholarship is offered every two years. Applications must be sent by March 1st in each case to the Secretary, Education Department, Holyoake House, Hanover Street, Manchester

(2) *Dyke Acland Travelling Scholarships*—The Trustees of the Dyke Acland Travelling Fund offer travelling scholarships to enable young men or women to visit a country, or countries, outside the United Kingdom for the purpose of studying, investigating and reporting upon any development deemed by the Trustees to be of interest or importance to the Co-operative or Labour Movement. The scholarships are usually of the value of £200 each, and are tenable for one year. Scholarship holders are required to embody the results of their investigation in a thesis, which becomes the property of the Trustees. Applications should be sent about March each year to the Secretary, Holyoake House, Hanover Street, Manchester, from whom application forms and other particulars may be obtained.

(3) *Other Scholarships*—The following scholarships also are awarded by the Co-operative Union, and are tenable at the Co-operative College, Manchester: two "Blandford" scholarships of the value of £20 each, intended for the purpose of research and investigation, an "Infans" scholarship of the value of £50, a "Kinning Park" jubilee scholarship of the value of £50, three or four "National Co-operative" scholarships of the value of £60 each, two "Jubilee Research" scholarships of the value of £50 each, a "Hodgson Pratt Memorial" scholarship of the value of £75.

EDUCATIONAL SETTLEMENTS ASSOCIATION.

The Association awards annually three full bursaries tenable at Fircroft College, one at Hillcroft Residential College for Women, one (in conjunction with the Woodbrooke Council) at Woodbrooke, Selly Oak, and one part-time bursary at Avoncroft College. It also awards bursaries tenable at the International People's College, Elsinore. These bursaries are in the first instance for suitable students from Settlements

affiliated to the Association, and, in the case of the Elsinore bursaries, from adult schools also. A full bursary covers College fees, but bursaries are divided whenever it is possible for students to obtain assistance from local sources. Bursaries are awarded subject to acceptance of the candidate by the Committee of the College concerned. The Association also contributes to the bursary fund of Coleg Harlech.

NATIONAL ADULT SCHOOL UNION

The Union awards annually several bursaries tenable at Fircroft. These cover up to half the College fees and are usually awarded subject to the condition that the other half is found locally. Occasional bursary aid is also awarded to students at Hillcroft College for Women.

ROYAL ARSENAL CO-OPERATIVE SOCIETY, EDUCATION DEPARTMENT

(1) *Ruskin College Scholarship*—One scholarship is offered annually, tenable at Ruskin College, to members of the Society or their sons or daughters. The value is £135 (£100 College fees and £35 personal allowance) and a small grant for books.

(2) *Diamond Jubilee Scholarships*—The scholarships are awarded annually as follows: two scholarships for members (or the sons or daughters of members), other than employees of the Society; two scholarships for members (or the sons or daughters of members) who are engaged in the Society's service as full-time employees. The scholarships are tenable at the Co-operative College, Manchester, and the value of each is £125, including fees and hostel charges.

Applications for the above scholarships should be submitted to the Secretary, Royal Arsenal Co-operative Society, Education Department, Woolwich, S.E.18.

WORKERS' EDUCATIONAL ASSOCIATION.

A portion of the annual grant made by the Cassel Trustees to the Central Authority of the Workers' Educational Association is allocated to the provision of adult scholarships at Universities. These are tenable for two or three years. Two of the value of £125 each are at present being held.

The Iron and Steel Trades Confederation allocates, under its educational scheme with the Workers' Educational Trade Union Committee, a sum up to £100 a year to assist members of the Confederation who are taking courses at Universities and Residential Colleges.

Information concerning these scholarships may be obtained from the General Secretary, The Workers' Educational Association, 38A St. George's Road, London, S W 1.

4. OTHER BODIES

BOURNVILLE WORKS COUNCILS

The Councils offer annually to employees of Cadbury Brothers, Ltd., working at Bournville, a number of residential scholarships, including bursaries at Ruskin College, Hillcroft College, Fircroft College, Woodbrooke College, and Cober Hill. Occasionally scholarships are awarded in special cases to students desiring to attend residential colleges abroad. The scholarships offered by the Works Councils are all non-vocational.

EDUCATIONAL TRUSTS.

Particulars of Cassel scholarships and Gilchrist grants are given above (Section 3) in connection with the Central Joint Advisory Committee on Tutorial Classes and the Workers' Educational Association. Other Gilchrist awards are referred to in connection with scholarships offered by the University of London.

University Extension and Tutorial Classes Council
(Section I)

The Thomas Wall and Stapley Trusts have also assisted adult students at the Universities, but there is no definite scheme of awards, and cases are considered on their merits.

(For addresses, see Appendix F.)

MARY MACARTHUR SCHOLARSHIP FUND

The award of the scholarship is in the hands of five Trustees specially appointed for the purpose. It is intended for women who wish to serve the Trade Union or Labour Movement. Candidates must be 18 years of age or over.

Candidates are required to state fully the work they have already done, and to submit references and testimonials from persons in the Trade Union or Labour Movement who have personal knowledge of their qualifications. Particulars of previous education must also be given. Applicants may be those who have had an elementary education, but they must also have shown their desire for further education by attending Tutorial or other classes, summer schools, etc.

Such candidates as the Trustees may select are required to write an essay on one of a list of subjects submitted by a Board of Examiners. Selected candidates are also required to interview the Trustees.

The place of training and the length of the course are decided in each individual case, but in general it is intended to give a two years' training, including a period of practical work in the Trade Union or Labour Movement. The amount of the scholarship necessarily varies according to the course decided upon. Grants may also be made to supplement awards from other sources.

Applications should be sent to the Hon. Secretary to the Trustees, Mrs. Hubbach, Morley College

for Working Men and Women, 61 Westminster Bridge Road, London, S E 1

MINERS' WELFARE NATIONAL SCHOLARSHIP SCHEME.

Scholarships are awarded by the Trustees of the Miners' Welfare National Scholarship Scheme to coalminers or coalminers' children over the age of 17. The scholarships are tenable at any University and the course undertaken must lead to a degree. They cover all necessary fees, and a maintenance grant to a maximum figure of £150 (£200 at Oxford or Cambridge) per annum. In addition, an initial outfit allowance may be granted not exceeding £50 in the case of Oxford or Cambridge, or not exceeding £40 in the case of other Universities.

The closing date for receipt of applications is usually in January. Forms and full details may be obtained from the Secretary, Miners' Welfare National Scholarship Scheme, Mines Department, Cromwell House, Dean Stanley Street, London, S W 1.

TRADES UNION CONGRESS GENERAL COUNCIL

The General Council of the Trades Union Congress offers six scholarships annually to members of affiliated organisations. These scholarships are tenable at Ruskin College, and are of the value of £150 each.

5. LOCAL EDUCATION AUTHORITIES

BIRMINGHAM EDUCATION COMMITTEE

Students who have prepared themselves for full-time education at a University by attendance at part-time classes or courses of study, *e.g.* classes of the Workers' Educational Association or University Extension courses, are eligible for assistance under the Scholarship Scheme (section III of the Scheme—Awards at Universities). Where such students have

not taken one of the examinations specified, the award may be made upon the record of the applicant

BRADFORD EDUCATION COMMITTEE

The Committee is prepared to consider applications for scholarships, grants in aid, or loans to assist adult students to undertake courses of further education at a College. Candidates are required to give satisfactory evidence of ability to profit by such education and of financial need. Preference is given to students attending University Tutorial classes. Since 1928 the "Frederick Priestman" Scholarships Committee has made awards of this kind out of funds given mainly for such purpose.

DARLINGTON EDUCATION COMMITTEE

One adult education scholarship is offered (it will not be again open for award until 1937). The conditions are as follows:

- (1) Candidates must be not less than 22 years, and not more than 30 years of age, on the 1st October in the year of award
- (2) Candidates must have been resident in the County Borough for the three years immediately preceding the 1st October of the year of award
- (3) Candidates must have attended satisfactorily an approved Tutorial course for at least three years, and have been accepted for admission to a College or University approved by the Committee, with a reasonable expectation of gaining a good honours degree
- (4) The amount of each scholarship shall be fixed by the Committee after consideration of the cost of the proposed course, and of the financial circumstances of the candidate.
- (5) Candidates may be required to submit themselves for examination,

The conditions of the Middleton Greathead Printers' Scholarship, which is tenable at a University or other institution for higher education approved by the Committee, are so drawn as to make the scholarship available for adult students who satisfy the other requirements

DURHAM COUNTY EDUCATION COMMITTEE.

The Education Committee offers annually two exhibitions to students who have taken full advantage of the Committee's scheme of adult evening classes (including Tutorial classes) The exhibitions are of a value not exceeding £80 each, but ranging downwards in value in accordance with the scale based on financial circumstances, and are tenable at Ruskin College Candidates must be between the ages of 22 and 30, and applications must reach the Director of Education, Shire Hall, Durham, not later than June 30th

FLINTSHIRE EDUCATION COMMITTEE

The Committee offers each year two scholarships of the value of £45 per annum for three years, tenable at any University, University College, Technical Institute or other like institution of higher education These scholarships are available for members of University Tutorial classes, Workers' Educational Association classes, etc

GLAMORGAN EDUCATION COMMITTEE

The Committee offers an exhibition of the value of £76, tenable at Ruskin College It is awarded for one year in the first instance, but is renewable for a second year Candidates are required to submit themselves to a competitive examination Applications should be sent to the Chief Education Official, County Hall, Cardiff, not later than May 31st.

One scholarship of the value of £110 and tenable

at Oxford or Cambridge is offered. It is awarded for one year in the first instance, but is renewable for a second or third year. Applications should be sent to the Chief Education Official (as above) not later than July 30th.

The Committee is also prepared to consider applications for special grants and loans to enable students to pursue approved courses. Applications for special grants should be made between August 1st and October 7th.

HULL EDUCATION COMMITTEE

Two scholarships and a limited number of grants are offered for the purpose of encouraging non-vocational education among adult students who are fully engaged in industry or commerce and to enable such students

- (1) To take a course of study at a University or University College.
- (2) To take a course of study at a Residential College.
- (3) To take up scholarships which otherwise could not be accepted owing to lack of means.

These scholarships and grants are intended for wage-earners who have not had the advantage of entering a University at the normal age.

The scholarships or grants are tenable for one year in the first instance, but may be prolonged for a second year, and possibly for a third year, having regard to the nature of the course which the successful applicant desires to follow.

Candidates must be not less than 20 years of age, and must be ordinarily resident in Hull. They are required to produce evidence of having devoted their leisure time to study in University Tutorial classes, or in other ways of which full particulars should be submitted. Candidates may also be required to submit a

selection of essays or other written work. The Committee reserves the right to hold an examination if it is considered desirable. The award is confined to applicants who are qualified for admission to a University or other institution approved by the Committee.

The value of the scholarships and grants will be determined after consideration of the applicant's educational record and financial circumstances, the expenses of the course of study, and the value of any other scholarships or exhibitions held.

KENT EDUCATION COMMITTEE

The Committee awards annually a scholarship, tenable for one year at an approved institution of University rank, to an adult student. The value of the scholarship is determined after consideration of the applicant's educational record and financial circumstances, the cost of the course of study proposed, and the value of other exhibitions or scholarships held.

The Committee also offers annually an exhibition of the value of £40 (half-fees), tenable at Hillcroft Residential College for Working Women, Surbiton.

Applications for either of these scholarships should be sent to the Director of Education, Springfield, Maidstone.

LANCASHIRE EDUCATION COMMITTEE

Two scholarships are offered annually of the value of £100 (which may be increased), tenable at a University or other approved institution. Scholarships are awarded for one year in the first instance, but may be renewed for a second or third year if the course makes this necessary. The awards are made on the result of an examination, based on the previous studies of the candidate, followed by an interview. Candidates must be between the ages of 22 and 40. The scholarships are

not intended for persons who desire to take ordinary three-year University courses, nor for those wishing to qualify as teachers in elementary schools. Applications should be sent to the Director of Education, County Offices, Preston, not later than March 1st.

The Committee has also established a fund out of which to make loans to assist students who wish to enter a University, but are prevented from doing so by lack of means. Information concerning this may be had from the Director of Education (as above).

LEEDS EDUCATION COMMITTEE.

The Committee has occasionally offered a scholarship to students attending Tutorial classes, tenable at a University or other approved institution for the normal duration of the course which the candidate proposes to follow. The award has been made on the result of an examination in the subjects which the candidate proposes to study, and the scholarship has covered the fees of the course and included a maintenance allowance.

MIDDLESEX EDUCATION COMMITTEE

Awards are offered, tenable at Ruskin College, to students who have attended Tutorial classes. They are granted for one year in the first instance, but are renewable for a second year on receipt of a satisfactory report from the College.

The Committee also grants awards tenable at the Hillcroft Residential College for Women, Surbiton. These are given for one year.

In both cases the amount of the financial assistance is determined after consideration of the cost of the course and the circumstances of the candidate. Applications should be sent to the Secretary, Middlesex Education Committee, 10 Great George Street, Westminster, London, S.W.1, not later than May 12th.

NOTTINGHAMSHIRE EDUCATION COMMITTEE

The Committee offers one scholarship, available for the first time in 1934, and thereafter in alternate years, to be tenable at University College, Nottingham, or at any University or University College at which provision is made for adult students

Candidates for the scholarships must have completed a three-year Tutorial class and must be ordinarily resident in the county of Nottingham. If no applications from students who have completed a three-year Tutorial course are received, the Committee may consider applications from students resident in the county who have attended other types of adult education courses, but these scholarships are primarily intended for students who have followed University Tutorial courses. Candidates must also have passed the necessary Matriculation examination or obtained exemption from Matriculation to enable them to follow a Degree course in the University or University College at which they propose to hold the scholarship

The award of the scholarship will be made after taking into account (1) the recommendations of the Department of Adult Education under whose auspices the three-year Tutorial or other class has been conducted, and (2) the result of a suitable examination. Selected candidates will be interviewed by the Director of Education, and the Principal and the Head of the Extra-mural Department of University College, Nottingham, before the final award is made

The value of the scholarship will be an amount not exceeding £80 per annum. Candidates proposing to hold the scholarship at University College, Nottingham, will also be eligible for a studentship covering fees

The scholarship is renewable each year, subject to satisfactory reports, for a period not exceeding four years.

OXFORDSHIRE EDUCATION COMMITTEE

The Committee offers exhibitions tenable at a University or other approved institution. The exhibitions vary in amount, but cover fees and maintenance allowances where need for financial assistance is shown. They are awarded for one year, and if the course undertaken extends for longer than a year, a fresh application must be made. Applications should be sent to the Director of Education, County Offices, Oxford, not later than June 1st.

RHONDDA EDUCATION COMMITTEE

The Education Committee offers annually two scholarships (temporarily reduced to one) of the value of £75 each, tenable for one year, at Coleg Harlech. The scholarships are awarded under the following conditions.

Candidates must be resident in Rhondda, and must have so resided for a period of twelve months. They must be not less than 20 years of age on the 1st September in the year of award. Candidates must have attended either the evening classes of the Authority or adult educational classes under the Workers' Educational Association or Cardiff University College. In the award of the scholarship, the Committee will have regard to the pecuniary circumstances of the candidates. The scholarships are limited to candidates who have not previously attended full time any institution for higher education.

Free studentships, tenable at institutions for higher education, are also available for students between the ages of 16 and 30 who are attending the evening classes of the Authority.

STOKE-ON-TRENT EDUCATION COMMITTEE.

A scholarship of a value not exceeding £50 per annum for three years is offered annually to adult students who desire to take a Degree course at any

College of any University or any University College or at any other institution approved by the Education Committee.

The value of the scholarship will be decided by the Education Committee after full consideration of the financial circumstances

Candidates for these scholarships must be 21 years of age or over and must be resident in Stoke-on-Trent. They will be required to produce evidence that they have satisfactorily attended suitable courses of study and that their educational attainments are such as will obtain admission to the institution selected

The Education Committee reserves the right to decide the method of awarding the scholarships. Candidates may be submitted to a written examination and if necessary a *viva voce* examination.

Applications must be made to the Director of Education on or before May 1st in the year of award.

The Education Committee offers annually a sum of £50 for assistance to deserving adult Tutorial or Workers' Educational Association students who propose to attend or are attending approved institutions. Applications for grants from this amount must be made to the Director of Education on or before June 1st.

WEST RIDING OF YORKSHIRE EDUCATION COMMITTEE

The Committee offers annually an exhibition, tenable at a University or other institution of University rank, to a student who has attended a University Tutorial class. The exhibition is awarded for a year in the first instance, but, subject to satisfactory reports, may be renewed until the holder has taken a degree. The award is made on the result of an examination (which consists of a number of questions to be answered bearing upon the particular subject or subjects which the candidate has studied), followed by an interview. The exhibition is of such a value as to

cover the cost of the course, together with such allowances as may be necessary to enable the holder to take full advantage of it

A limited number of exhibitions for adult students intending to take courses at institutions for full-time training but not leading to a degree are also offered. The conditions of award are similar to those relating to the University award, but the value in the case of non-Degree courses is limited.

Applications should be sent to the Education Officer, County Hall, Wakefield, not later than December 1st.

WORCESTERSHIRE EDUCATION COMMITTEE

The Committee offers scholarships, up to the value of £50 per annum, tenable at any recognised Agricultural College. Applicants are expected to have had a good general education and some practical experience of farming. These scholarships may be held at Avoncroft College for Rural Workers.

Applications should be sent to the Director of Education, County Buildings, Worcester.

APPENDIX F

NAMES AND ADDRESSES OF ORGANISATIONS

(The letter S after certain items indicates that the address given is that of the present Secretary or other Officer, where the organisation has no central headquarters)

- Association of Tutors in Adult Education, Vaughan College, Leicester S.
- Association of University Teachers, Department of Zoology, University College, Aberystwyth. S.
- Association of Education Committees, Education Offices, Leopold Street, Sheffield. S
- Association of Directors and Secretaries for Education, 54 Old Steine, Brighton. S
- Association of Headmasters, 29 Gordon Square, London, W C 1
- Association of Assistant Masters, 29 Gordon Square, London, W C 1.
- Association of Assistant Mistresses, 29 Gordon Square, London, W C 1
- British Association for the Advancement of Science, Burlington House, Piccadilly, London, W 1
- British Association of Residential Settlements, The Oxford House, Bethnal Green, London, E.2. S
- British Broadcasting Corporation, Broadcasting House, London, W 1
- British Drama League, 8 Adelphi Terrace, London, W C 2
- British Film Institute, 4 Great Russell Street, London, W C 1
- British Institute of Adult Education, 39 Bedford Square, London, W C.1.

- British Institute of International Affairs, 10 St James's Square, London, S W 1
- British Institute of Philosophical Studies, 88 Kingsway, London, W C 2
- British Music Society, 117-123 Great Portland Street, London, W 1.
- Carnegie United Kingdom Trust, Comely Park House, Dunfermline, Fife
- Cassel Trust, 6 Stanhope Gardens, Highgate, London, N 6 S.
- Catholic Social Guild, Oxford
- Central Joint Advisory Committee on Tutorial Classes, 38A St George's Road, London, S.W 1.
- Church Tutorial Classes Association, 16 Russell Square, London, W C 1
- Classical Association, Triangle Offices, 61 South Molton Street, London, W 1
- Co-operative Union, Education Department, Holyoake House, Hanover Street, Manchester
- County Councils Association, Education Committee, 84 Eccleston Square, Westminster, London, S W.1.
- Divinity Lectures Committee, 6 Albert Place, Kensington, London, W.8. S
- Economic History Society, 20 Mecklenburgh Square, London, W C.1. S
- Education Guild, 9 Brunswick Square, London, W C.1
- Educational Handwork Association, 24 St Ives Grove, Armley, Leeds. S
- Educational Institute of Scotland, 47 Moray Place, Edinburgh.
- Educational Settlements Association, Mary Ward House, Tavistock Place, London, W C 1
- English Association, 4 Buckingham Gate, London, S W.1
- English Folk Dance Society, 107 Great Russell Street, London, W.C.1.

- Folk Lore Society, 11 Old Square, Lincoln's Inn,
London, W C 2.
- Geographical Association, Marine Terrace, Aber-
ystwyth S
- Geological Association, Burlington House, Picca-
dilly, London, W 1
- Headmistresses' Association, 29 Gordon Square,
London, W C 1
- Historical Association, 22 Russell Square, London,
W C 1
- League of Nations Union, 15 Grosvenor Crescent,
London, S.W.1.
- Le Play House, 65 Belgrave Road, Westminster,
London, S W 1
- Library Association, Chaucer House, Malet Place,
London, W C 1
- Mathematical Association, 39 Burlington Road, Chis-
wick, London, W 4
- Modern Language Association, 3 Cromwell Gardens,
London, S W.1
- Morley College for Working Men and Women, 61
Westminster Bridge Road, London, S E 1.
- National Adult School Union, 30 Bloomsbury Street,
London, W C 1
- National Association of Adult University Students,
135 Highbury, New Park, London, N.5 S
- National Association of Head Teachers, Seymour
Road, West Bridgford, Nottingham. S
- National Association of Schoolmasters, 59 Gordon
Square, London, W C 1.
- National Central Library, Malet Place, London,
W.C 1
- National Council of Girls' Clubs, Mary Ward Settle-
ment, Tavistock Place, London, W.C 1
- National Council of Labour Colleges, 15 South Hill
Park Gardens, Hampstead, London, N W 3
- National Council of Social Service, 26 Bedford
Square, London, W.C.1.

- National Education Association, Caxton House,
Westminster, London, S W 1
- National Federation of Class Teachers, 60 Chester-
field Road, St. Andrew's, Bristol S.
- National Federation of Women's Institutes, 39
Eccleston Street, London, S.W.1
- National Home Reading Union, 16 Russell Square,
London, W C 1.
- National Industrial Alliance, 25 Queen Anne's Gate,
London, S.W 1
- National Union of School Teachers, 90 Deansgate,
Manchester S
- National Union of Teachers, Hamilton House,
Mabledon Place, London, W.C.1
- National Union of Women Teachers, 39 Gordon
Square, London, W C 1
- Pilgrim Trust, 10 York Buildings, Adelphi, London,
W C 2
- Residential Colleges for Adult Students
- Avoncroft College, Offenham, Evesham, Worcs.
- Catholic Workers' College, Oxford
- Coleg Harlech, Harlech, N. Wales
- Co-operative College, Holyoake House, Hanover
Street, Manchester
- Fircroft College, Bournville, Birmingham.
- Holybrook House, Reading.
- Residential College for Working Women, Hill-
croft, South Bank, Surbiton, Surrey
- Ruskin College, Oxford.
- Woodbrooke, Selly Oak, Birmingham
- Royal Economic Society, 9 Adelphi Terrace, London,
W C 2
- Seafarers' Education Service, 16 Russell Square,
London, W C 1
- Stapley Trust, 32 Gordon Square, London, W.C.1
- Teachers' Registration Council, 47 Bedford Square,
London, W C 1
- Thomas Wall Trust, 55 Russell Square, London, W.C 1.

- Trades Union Congress General Council, Education Committee, 32 Eccleston Square, London, S W 1.
- Universities' Bureau of the British Empire, 88A Gower Street, London, W.C 1.
- Universities' Extra-Mural Consultative Committee, Rewley House, Oxford S
- University Women Teachers' Association, 107 Great Russell Street, London, W C.1.
- Village Drama Society, 15 Peckham Road, Camberwell, London, S E.5
- Welsh National Council of Music, Law Courts, Cardiff.
- Workers' Educational Association, 38A St George's Road, London, S W 1
- Workers' Educational Trade Union Committee, 38A St George's Road, London, S W.1
- Working Men's Club and Institute Union, Club Union Buildings, Clerkenwell Road, London, E C.1
- Working Men's College, Crowndale Road, Camden Town, London, N W.1
- World Association for Adult Education, 16 Russell Square, London, W C 1
- Young Men's Christian Association, National Headquarters, Tottenham Court Road, London, W C 1
- Young Women's Christian Association, National Headquarters, 17 Clifford Street, Bond Street, London, W.1

SELECT BIBLIOGRAPHY

NOTE—For convenience of reference, titles of books, etc., are given under sub-headings, according to the divisions of the subject to which they principally refer. Overlapping is, of course, inevitable, and where particular books refer also to divisions of the subject other than those under which they are arranged, the numbers of the sub-headings concerned are given in brackets after the entries.

Abbreviations

B of E	Board of Education
S O	H M Stationery Office
J A.E	<i>Journal of Adult Education</i>
T B	<i>Tutors' Bulletin of Adult Education</i>

Unless otherwise stated, the place of publication is London

I HISTORICAL AND DESCRIPTIVE

Books

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Note—It is impossible to understand the history of Adult Education in England during the nineteenth century without a knowledge of the social background of the period Much of the material for a complete history of the early movement is still buried in the pages of Trade Union and Co-operative Society journals Autobiographies of the early pioneers throw much light on educational strivings, e.g. *Robert Owen* (reprinted from the 1857-58 edition and published by Bell, 1920), *The Life and*

Struggles of William Lovett (also published by Bell, 1920, reprinted from the original edition of 1876), *Thomas Cooper* (Hodder & Stoughton, 1879), etc For the general background, see Cole, *Short History of the British Working-Class Movement* (3 vols), Webb, *History of Trade Unionism*, Mr. and Mrs Hammond, *The Village Labourer, The Town Labourer, The Skilled Labourer, The Age of the Chartist*, Hovell, *The Chartist Movement*, Beer, *History of British Socialism* (2 vols).

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Kussner, Karl. *Englische Volksbildungsarbeit* Verlag Silberburg, Stuttgart, 1927 Pp 155

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Twigg, H. J. *The Organisation and Extent of Co-operative Education*. Co-operative Union, Ltd, Manchester, 1924. Pp. 52

Slight and out of date But there is nothing fuller or more recent, apart from the Annual Reports of the Co-operative Congress and associated bodies See also the files of *The Co-operative Educator*.

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3 THEORY—INTERPRETATION, AIMS, POSSIBILITIES, ETC

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5. BOOK SUPPLY

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6 TUTORS, TRAINING, FULL-TIME STUDIES

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7. GENERAL

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8 PERIODICALS

Bulletin World Association for Adult Education
Quarterly

The Common Room. Educational Settlements Association.
Once each Term

The Highway Workers' Educational Association Monthly
One and All National Adult School Union Monthly.

The Plebs National Council of Labour Colleges Monthly

The Tutor's Bulletin of Adult Education. Association of
Tutors in Adult Education. Four times yearly